# DOCUMENT RESUME

ED 473 703 IR 058 651

| | |
|---|---|
| AUTHOR | Brown, Karen, Comp.; Holmes, Emily, Comp. |
| TITLE | Integrating Preservation Activities. SPEC Kit. |
| INSTITUTION | Association of Research Libraries, Washington, DC. Office of Leadership and Management Services. |
| ISSN | ISSN-0160-3582 |
| PUB DATE | 2002-10-00 |
| NOTE | 139p.; Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer). Published six times per year. |
| AVAILABLE FROM | ARL Publications Distribution Center, P.O. Box 531, Annapolis Junction, MD 20701-0531 ($35, ARL members; $45, nonmembers; plus $6 shipping and handling). Tel: 301-362-8196; Fax: 301-206-9789; e-mail: pubs@arl.org; Web site: http://www.arl.org/pubscat/index.html. |
| PUB TYPE | Collected Works - Serials (022) -- Reports - Research (143) -- Tests/Questionnaires (160) |
| JOURNAL CIT | SPEC Kit; n269 Oct 2002 |
| EDRS PRICE | EDRS Price MF01 Plus Postage. PC Not Available from EDRS |
| DESCRIPTORS | *Academic Libraries; Foreign Countries; Higher Education; Library Associations; Library Instruction; Library Materials; *Library Services; *Preservation; Questionnaires; *Research Libraries; Users (Information) |
| IDENTIFIERS | Association of Research Libraries; Canada; United States |

ABSTRACT

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries designed to explore to what extent preservation activities have been integrated into research library operations by examining the many facets of mature preservation programs and determining how much activity takes place within, and how much outside, the purview of preservation departments. A total of 69 of 124 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include: (1) preservation program descriptions from Brown University (Rhode Island), University of California-San Diego, Cornell University (New York), University of Kansas, University of Kentucky, the Library of Congress, University of Maryland, and Pennsylvania State University; (2) preservation policy and procedure guidelines from the University of Buffalo (New York), University of California-San Diego, Cornell University, University of Kansas, University of Maryland, Pennsylvania State University, University of Texas at Austin, University of Utah, University of California-Irvine, McMaster University (Ontario), and University of Utah; and (3) staff and user education documents from the University of California-San Diego, Case Western Reserve University (Ohio), and University of Kansas. An annotated list of selected resources, including 25 books and journal articles and 17 Web sites, is included. (MES)

**Reproductions supplied by EDRS are the best that can be made from the original document.**

# SPEC

# Kit 269

## Integrating Preservation Activities

October 2002

ED 473 703

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

L.A. George

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR058651

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES

BEST COPY AVAILABLE

# SPEC

## Integrating Preservation Activities

A SPEC Kit compiled by

Karen Brown
Preservation Librarian
University at Albany, SUNY

Emily Holmes
Assistant Preservation Librarian
New York University

October 2002

Series Editor: Lee Anne George

SPEC Kits are published by the

Association of Research Libraries
Office of Leadership and Management Services
21 Dupont Circle, NW, Suite 800
Washington, D.C. 20036-1118
(202) 296-2296 Fax (202) 872-0884
<http://www.arl.org/olms/infosvcs.html>
<pubs@arl.org>

ISSN 0160 3582

Copyright © 2002
The papers in this compilation are copyrighted by the Association of Research Libraries. ARL grants blanket permission to reproduce and distribute copies of these works for nonprofit, educational, or library purposes, provided that copies are distributed at or below cost, and that ARL, the source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provisions of the U.S. Copyright Act.

∞ The paper used in this publication meets the requirements of ANSI/NISO Z39.48-1992 (R1997) Permanence of Paper for Publications and Documents in Libraries and Archives.

# SPEC

## SUPPORTING EFFECTIVE LIBRARY MANAGEMENT FOR OVER TWENTY YEARS

Committed to assisting research and academic libraries in the continuous improvement of management systems, OLMS has worked since 1970 to gather and disseminate the best practices for library needs. As part of its committtment, OLMS maintains an active publications program best known for its SPEC Kits. Through the OLMS Collaborative Research/Writing Program, librarians work with ARL staff to design SPEC surveys and write publications. Originally established as an information source for ARL member libraries, the SPEC series has grown to serve the needs of the library community worldwide.

## WHAT ARE SPEC KITS?

Published six times per year, SPEC Kits contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. They are the result of a systematic survey of ARL member libraries on a particular topic related to current practice in the field. Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer); survey questions with tallies and selected comments; the best representative documents from survey participants, such as policies, procedures, handbooks, guidelines, Web sites, records, brochures, and statements; and a selected reading list—both in print and online sources—containing the most current literature available on the topic for further study.

## SUBSCRIBE TO SPEC

Subscribers tell us that the information contained in SPEC Kits is valuable to a variety of users, both inside and outside the library. SPEC purchasers use the documentation found in SPEC Kits as a point of departure for research and problem solving because they lend immediate authority to proposals and set standards for designing programs or writing procedure statements. SPEC Kits also function as an important reference tool for library administrators, staff, students, and professionals in allied disciplines who may not have access to this kind of information.

SPEC Kits can be ordered directly from the ARL Publications Distribution Center. To order, call (301) 362-8196, fax (301) 206-9789, email <pubs@arl.org>, or go to <http://www.arl.org/pubscat/index.html>.

Information on SPEC and other OLMS products and services can be found on the ARL Web site at <http://www.arl.org/olms/infosvcs.html>. The Web site for SPEC is <http://www.arl.org/spec/index.html>. The executive summary or flyer for each kit after December 1993 can be accessed free of charge at the SPEC Web site.

# SPEC

# Kit 269

## Integrating Preservation Activities
October 2002

### Survey

EXECUTIVE SUMMARY ........ 9
SURVEY RESULTS ........ 15
RESPONDING INSTITUTIONS ........ 25

### Representative Documents

PRESERVATION PROGRAM DESCRIPTIONS

Brown University

*Brown University Library. Preservation Department* ........ 30
*The Preservation Challenge* ........ 31
*The Conservation Lab* ........ 33
*Annual Report 1998/1999* ........ 34

University of California, San Diego

*UCSD Libraries Preservation Program. Information & Mission* ........ 37
*UCSD Preservation Program. Strategies for Implementation* ........ 38

Cornell University

*Department of Preservation and Collection Maintenance*

*About Us. Mission of the Department of Preservation and Conservation* ........ 41
*About Us. Program* ........ 42
*About Us. Staff* ........ 44
*Operations. Conservation Overview* ........ 45

University of Kansas

*Preservation Philosophy at the University of Kansas Libraries* ........ 46

University of Kentucky

*Preservation Advisory Council. Charter* ........ 48

Library of Congress

*Caring for the Library of Congress Collections* ....51
*Caring for America's Library: A Brief History of Preservation and Conservation at the Library of Congress* ....52
*Mission of the Preservation Directorate* ....53

University of Maryland

*Preservation Home Page* ....54
*Preservation Committee. Description* ....55
*Preservation Committee. Committee Charge* ....56
*Preservation Committee. Membership* ....57

Pennsylvania State University

*Preservation. Services Units* ....58

PRESERVATION POLICY AND PROCEDURE

University at Buffalo, SUNY

*Statement on Preservation Practices, July 2001* ....62

University of California, San Diego

*Preservation Guidelines and Polices* ....64

Cornell University

*Operations. The Processing of Damaged and Deteriorated Books* ....65

University of Kansas

*Jerry and Katherine Stannard Conservation Laboratory: A Virtual Tour* ....67

University of Maryland

*Preservation Production Group. Policies and Procedures* ....70
*Preservation Department. Brittle Materials and Reformatting Unit. Preservation Actions* ....71

Pennsylvania State University

*Selector's Manual: Preservation* ....75

University of Texas at Austin

*The General Libraries. Preservation Policy* ....77

University of Utah

*Marriott Library. Conservation Assessment Guidelines. Draft 13 May 2002* ....78

POSITION DESCRIPTIONS

University of California, Irvine

*Head, Preservation Department* .......... 82
*Preservation Assistant, Repairs* .......... 85

McMaster University

*Library Preservation Specialist* .......... 90

University of Utah

*Preservation Librarian* .......... 96
*Assistant Conservator for Circulating Collections* .......... 98
*Bindery Preparation Assistant, Front Desk* .......... 100
*Conservator for Rare Books* .......... 101
*Associate Conservator for Manuscripts* .......... 103

STAFF AND USER EDUCATION

University of California, San Diego

*Care of Library Collections: A Role for Everyone* .......... 106
*Preservation of Library Collections: A Staff Education Program* .......... 107
*Care of Library Collections: Your Role as Library Staff* .......... 108
*Preservation Education and Awareness for Library Users*
*Introduction* .......... 109
*Preservation Programs* .......... 110
*Resources* .......... 111
*Alphabetical Index* .......... 112

Case Western Reserve University

*Adopt a Book Program* .......... 113
*Preservation Education* .......... 114
*Preservation Department Brochure* .......... 115
*General Guidelines for Handling & Shelving Books in the Stacks and on Book Trucks* .......... 117
*Damaged Materials* .......... 118
*Staff Guidelines for Handling of Library Materials* .......... 119
*Packing Books for Remote Storage* .......... 122
*Bookmark—"Thanks for your help preserving our collections"* .......... 123

University of Kansas

*Care and Handling of Library Materials. A Self-Guided Workshop* .......... 124

## Selected Resources

Books and Journal Articles ........................................135
Web Sites ........................................140

# SPEC

# SURVEY

**SPEC Kit 269**
Integrating Preservation Activities

# Executive Summary

## Introduction

In the wake of the brittle books crisis, it has become apparent that more than item-level treatment is required if research library collections are to be maintained for future use. Where once preservation was regarded as a specialized activity devoted to care of a few valued resources, it now includes a wide range of activities that interact to ensure long-term access to collections overall. These increasingly complex activities often occur outside of the library's preservation department, which creates both an opportunity and a need for interdepartmental collaboration.

Preservation specialists have argued that to ensure long-term access to collections, preservation activities must be closely integrated with other library operations. Attention to maintaining the collections must be part of all jobs, all departments, all operations, and must apply to materials in all formats from the point of acquisition until withdrawal. Such an approach promises that more damage will be prevented and at-risk material will be intercepted in a timely fashion because staff across the library are assisting the preservation process, making it more efficient and effective.

This SPEC survey attempted to discover if library preservation programs are in fact more integrated and more effective than in years past. It examined which units participate in preservation activities in research libraries and the degree to which those activities are spread across the library. It asked whether levels of activity have changed over the years, how staff and users are trained about preservation issues, and how preservation is evaluated.

## The Establishment of Preservation Programs

This survey was distributed to the 124 ARL member libraries in June 2002. Sixty-nine (56%) responded to the survey. Of these, fifty-five (80%) report having a preservation program. Though the other fourteen respondents may not have a formal program, the majority of them have elements of one, including a disaster plan, an environmentally controlled off-site shelving facility, environmental monitoring, and review of items for preservation treatment. More than half of the formal preservation programs were established between 1985 and 1994. This period of growth appears to have been the beginning of acceptance of preservation as a distinct discipline within libraries, but the rate of establishment of preservation programs has dropped sharply; only six new programs began between 1995 and 2002.

The establishment of a program and the existence of a preservation officer are not necessarily correlative—55 respondents (80%) have programs, while only 48 (71%) have preservation administrators. Six institutions began a preservation program without an administrator position, but created a position within one to five years. One institution created the position before the program was established. Seven institutions with long-established programs still operate without a preservation administrator position.[1] However, the data show that for most institutions, the creation of a preservation administrator position correlated with the establishment of the program as a whole. More than 75% of these positions are full-time. Evidently, the creation of a position and the appointment of a preservation administrator are considered essential to the establishment of a preservation program for most of those surveyed. The existence of a preservation administrator position also demonstrates the administrative support necessary for effective preservation efforts over the long-term. One respondent commented, "We have a preservation committee, but are really in need of a preservation staff position and/or positions. Our work in preservation is presently erratic, and more planning and training is needed. We have brought in a consultant this year, which is a great start."

## Preservation Activity

The survey asked which units participate in each of 19 categories of preservation activity. When all of the responses to this question are aggregated, several patterns emerge. One pattern shows how widely preservation activity is dispersed across library operations. There is some level of participation by all 13 library units in five activity categories: disaster planning and response, development of policies, shelf preparation, and staff training. There is participation by all but one unit in four other categories: selection for treatment, reformatting decisions, microfilm reformatting, and fundraising. In these nine categories of dispersed participation the preservation department carries a relatively low percentage of the weight, as well. These activities are arguably well integrated into library operations.

In the remaining 10 activity categories there is participation by all but a few units and, logically, those units would have no reason, nor expertise, to contribute to the specific activity. In most of these 10 categories the preservation department shares the bulk of the weight somewhat equally with one to four other units and the rest of the library has a lower level of participation. Staff and user training are two activities that appear to fall more heavily on the preservation department than on other library units. All 10 of these activities could be described as appropriately integrated into library operations.

A second pattern shows the prevalence of specific preservation activities across the responding libraries. The 19 activity categories fall into several concentration clusters. The activities that have the highest level of participation across all respondents are disaster planning and response, policy development, and selection for treatment. The second concentration cluster contains shelf preparation and shelf maintenance, conservation treatment, and decision making about reformatting versus replacement. Even though activity is fairly widely dispersed across library units, there is less activity overall in the areas of reformatting, environmental monitoring and control, bindery preparation, and fundraising. The areas of least activity are digital preservation and preservation training.

A third pattern shows which activities each library unit participates in most fully. Outside of preservation, the units with the highest level of involvement in preservation activity are special collections, collection development, circulation, and bindery. Special collections most often participates in development of preservation-related policies, selection for treatment, disaster preparedness and response, conservation treatment, fundraising, and digital reformatting. Ironically, while 35 special collections units are involved in digital reformatting, only 22 are involved in preserving what was digitized and only 14 participate in the preservation of "born-digital" materials. It would be interesting to discover whether the digital objects were meant to be preserved. It is possible that at most reporting institutions the goal of digital reformatting is primarily for access or for mounting temporary exhibits.

Collection development units play an active role in decisions on reformatting versus replacement, preservation policy development, selection for treatment, and microfilm reformatting. It is evident that a close working relationship between preservation and collection development is essential in the areas of selection and reformatting and that selectors and preservation librarians depend upon each other's expertise to make these crucial decisions. One respondent wrote, "Preservation…is administratively part of collection development. This means that most preservation activities, particularly those involving selection for preservation are conducted within the larger context of collection development." This statement is consistent with the literature.[2] For example, Cunningham-Kruppa characterizes preservation and collection development as two phases of one function, rather than as two separate functions.

Circulation units' biggest role in preservation is shelf maintenance. They also have an active role in selection for treatment and disaster planning and response. Since so many preservation departments employ a use-based method of selection for preservation treatment, it is not surprising that the circulation unit is involved with selection; they are in a prime position to identify items that need treatment and route them to preservation.

Library bindery units, which are frequently under the purview of preservation departments, are active not only in commercial binding preparation, but also with preservation-related policy development, shelf preparation, selection for treatment, and in-house pre-binding or reinforcement of new acquisitions.

Library administration is moderately active in preservation operations. The main areas of participation are disaster preparedness and response, policy development, and fundraising. Compared to other departments—such as collection development, special collections, and bindery—the data show less involvement in policy development on the part of library administration than was anticipated. Otherwise, the data indicate that library administration has a limited role in day-to-day preservation activities.

Information systems units are involved with digital reformatting and preservation, and disaster planning and response, but are not highly involved with other preservation activities. Their involvement with digital preservation, like that of special collections, is fairly low for both reformatted and "born-digital" materials. (Several respondents indicated that separate digital units within their libraries have responsibility for digital preservation.)

Library facilities units also have a focused participation in a few preservation activities. They are fairly active in disaster planning and response, and environmental monitoring and control. They are moderately involved in shelf maintenance and policy development. This indicates that more collaborative relationships between preservation and facilities should be pursued, since such cooperation contributes to the long-term survival of all types of library collections.

Public services and technical services involvement with preservation activities is less significant and tends to be focused on disaster planning and response, policy development, and selection for treatment. Cataloging and acquisitions contribute some to shelf preparation and public services plays a small role in training, but on the whole, the expertise contained within these units has not been fully tapped by preservation departments. It may be worthwhile to explore ways to increase the collaboration between these departments in the areas of selection (especially for technical services) and user education (for public services).

Branch libraries' preservation activities seem to mirror those of special collections but on a smaller scale. They appear to manage their own preservation decisions and activities independently from the main library. Since integration of preservation activities should extend beyond the boundaries of the main library, it would be interesting to determine whether branch libraries are underserved by preservation departments or whether there are obstacles to integration, such as lack of proximity.

## Changes in Preservation Activities

In addition to inquiring about involvement in preservation activities by units across the library, the survey asked respondents whether certain activities have increased, decreased, or stayed the same since 1997. Responses show an increase in all categories of preservation activity over the past five years. The two areas of greatest growth are environmental monitoring and digital reformatting. More than half of the respondents report that the level of activity for disaster planning, selection for preservation treatment, conservation treatment, and digital preservation has increased. Policy-making, in-house pre-binding of new acquisitions, staff training, shelf maintenance, and shelf preparation have stayed the same for the majority of respondents. The only activities that have decreased for a significant number of respondents are photocopy reformatting, microfilm reformatting, and commercial bindery preparation.

## The Extent of Integration

The survey then asked whether preservation activities were more integrated into library operations and whether they were more effective than five years ago. Libraries that have a preservation program and those that don't both answered these questions. Overall, almost as many libraries report that activities are more integrated (51%) as those that think the level of integration is about the same as five years ago (48%). Only one library responded that activities are less integrated. Thirty-two (58%) of the fifty-five respondents that have a program think that activities are more integrated; twenty-two (40%) think they are about the same; one thinks they are less integrated. Ten (71%) of the fourteen respondents that don't have a program think that integration is about the same, while two (14%) think there is more integration of preservation activities.

Again, there is an almost 50–50 split between those who think preservation activities are more effective (33, or 50%) than five years ago and those who think they are about the same (31, or 47%). Overall, there appears to be a positive correlation between respondents' perceptions of integration and effectiveness. Twenty-five (76%) of the respondents who report that activities are more integrated think they are also more effective; eight (24%) think effectiveness is about the same. Twenty-three (72%) of the respondents who report that integration is about the same think that effectiveness is also about the same; seven (22%) think effectiveness is more than five years ago; two (6%) think effectiveness is less. The library that reported that the integration of activities is less than five years ago thinks that effectiveness has increased.

## Preservation Education

One respondent wrote, "Promoting the preservation of the collection is continuous, and a wide variety of strategies are used." Staff training is one of the most important elements of promoting the preservation program. A program that relates the fundamental principles of preservation to the daily work of staff members from various departments will support the integration of preservation across library operations. Hands-on demonstration and special programs for staff are both the most widely used and the most successful means of preservation training for this survey's respondents. Formal committees and task forces are the next most successful technique. Although 62% of the respondents use e-mail and Web sites to provide preservation information for staff, they are considered less effective than committees, exhibits, or educational posters, signs, bookmarks, etc. Library users seem to respond best to exhibits and educational posters, etc.

## The Importance of Policy, Planning, and Evaluation

Slightly more than half of the preservation programs (29 of 55) have a written preservation policy or strategy but only about one-third of these (9) regularly update their policies. Most of the policy reviews occur on an annual cycle. A notable exception is the New York State Program for the Conservation/Preservation of Library Research Materials, where the awarding of grant funds is contingent upon the existence of a preservation plan that is updated every five years. Only 13 of the respondents have a preservation plan for digital resources, a clear indication of the inchoate state of this form of preservation but not necessarily of the degree of programmatic integration. While there is little evidence from the submitted documentation that survey respondents have developed overall preservation policies, most have written procedures that include some preservation components.

All of the respondents that have a preservation program evaluate its effectiveness. Even seven of the libraries that report having no program evaluate some preservation activity. Sixty respondents (97%)—including all seven with no program—track the number of preservation treatments; fifty-two (84%)—including five with no program—track both the number of preservation treatments and the number of materials reformatted. Almost two-thirds of the respondents track the amount of time spent per treatment and use annual staff performance reviews to measure program effectiveness. Statistical and budget analysis is used by 52% and 45%, respectively; these two figures are surprisingly low, since ARL member libraries submit such data to the association annually for compilation. The numbers may be higher than reported, although gathering and analyzing statistics are not equivalent. In addition, while 48 respondents report having a preservation administrator, only 39 preservation administrators submit reports that are considered when evaluating the effectiveness of preservation activities. And only two libraries look to feedback from users.

Despite the strong indicators that preservation departments evaluate their effectiveness using a range of methods, examples for inclusion in this SPEC Kit were not forthcoming. Perhaps this is because most methods of review are fairly standard management tools, e.g., counting the number of items treated and comparing this to cost.

## Preservation Performance

Respondents were asked to indicate their perceptions about the quality of their library's performance with respect to six preservation activities. After indicating their expectations for the minimum level and desired level of performance on a scale of 1 to 9, they were asked to indicate their perception of their library's actual performance level. While all of the respondents have fairly high expectations, their perception of their library's actual performance level is lower than the minimum they consider adequate in all six categories. In other words, research libraries perceive themselves as providing less than adequate preservation service across the board.

On average, the respondents desire the highest level for performance in the areas of disaster preparedness and planning, environmental monitoring, and selecting for preservation treatment. These are followed closely by conservation treatment and educating staff and users. When the perceived *actual* performance level is compared to the minimum performance level for these activities, it becomes clear that education, environmental monitoring, and disaster preparedness have the largest "adequacy gaps" and may warrant the attention of preservation administrators.

The adequacy gaps for reformatting, selection for preservation treatment, and conservation treatment are relatively small. This may indicate that these activities have matured and that programs are working at maximum capabilities (given existing staffing levels and resources) and have firmly established procedures and decision guidelines.

## Conclusion

The literature suggests that for a preservation program to be effective it must be integrated into all aspects of library operations. The survey findings indicate that the scope of research library preservation programs is expanding, the level of activity is increasing overall, and many of these activities are highly integrated across library operations, especially disaster planning and response, selection for treatment, policy development, and reformatting. Preservation activities are more integrated and more successful than five years ago in a significant number of libraries.

Integration has been successfully accomplished in many ways and in many institutions, primarily through the distribution of specific preservation tasks across departmental lines. However, integration of preservation activities should be taken a step farther. True integration is not just task allocation; it has as its framework a preservation policy and/or plan that is created, sanctioned, utilized, and evaluated not only by preservation specialists, but by library administrators and staff members throughout the organization. For most institutions, this framework has not been formalized. Carolyn Clark Morrow wrote, "There is no magic formula for a library preservation program; rather, it is the result of a continuous process of definition, planning, and priority-setting keyed to the needs of a particular library…." Morrow stresses the importance of a frequently updated policy that represents "institutional consensus".

Staff training is a fundamental component of any successful preservation program. Training promotes understanding, raises awareness of conditions and practices that damage library collections, and increases commitment on the part of "non-preservation" staff at all levels to care for collections.

Although the institution's resources will have some bearing upon the scope of preservation activity, modest resources need not inhibit the development or degree of integration of a preservation program. Establishing an effective, integrated program is less dependent upon funds or institutional size than upon library-wide consensus on the importance of the program and a willingness by staff across library units to participate in preservation-related activities.

As one survey respondent wrote, "Preservation is an ongoing commitment and philosophy. The challenge…is to convey that ethos and to stimulate an integrated, programmatic approach that receives support by the system, not just the department. After 10 years…we are making significant progress towards that vision."

**(Footnotes)**

[1] Comparing this data to *ARL Preservation Statistics 2000–01* shows an even distribution by size of institution. One respondent each from Group 1 (the largest ARL libraries) and Group 4 (the smallest) had a program but no administrator position, with two respondents from Group 2 and three from Group 3.

[2] See the articles listed in the Selected Resources by R. Atkinson, M. Child, E. Cunningham-Kruppa, C.C. Morrow, and R. Silverman and M. Grandinette.

# Survey Results

To what extent have preservation activities been integrated into daily operations in North American research libraries? What areas have seen the greatest shift in integration over the past five years? How are libraries achieving preservation integration, and what methods have been most successful? Is integration a sign of a successful, effective preservation program? This survey seeks to explore to what extent preservation activities have, in fact, been integrated into research library operations by examining the many facets of mature preservation programs and determining how much activity takes place within, and how much outside, the purview of preservation departments.

In the 1991 ARL report *Preservation Program Models: A Study Project and Report*, the authors concluded that "... research libraries must maintain professionally-managed preservation programs that are closely integrated with other library activities...." This was because "[t]hreats to the long-term survival of library material arise in every aspect of library operations, from building environments to the adhesive used for bar code labels. Preservation programs must therefore be comprehensive and library-wide in scope, and a sensitivity to preservation issues must be pervasive among library staff." This conclusion was supported by the Society of American Archivists. In *Preserving Archives and Manuscripts*, Mary Lynn Ritzenthaler acknowledged that for preservation to succeed, responsibilities had to be integrated into each area of activity in the organization. Both publications stressed that care of collections required institutional support at the highest levels, dedicated funding, a diverse program offering a range of preservation options, and attention to preservation issues by staff in all departments and at all levels of the organization. This marked a move away from item-level repair as a sole preservation strategy to a whole range of preventive activities including proper handling, control of the environment, reformatting, and disaster preparedness.

The questions in this survey do not duplicate those in the annual ARL preservation statistics survey or in the June 2000 survey from the ARL Preservation Committee. The intent of this survey is to build on those efforts and expand our understanding of preservation activities in ARL member libraries.

This survey was designed by Karen Brown, Preservation Librarian, University at Albany, SUNY, and Emily Holmes, Assistant Preservation Librarian, New York University.

Please submit this survey and send the requested documentation by **June 11, 2002**. As always, individual responses to the survey will be treated confidentially.

---

Note: Sixty-nine of the 124 ARL member libraries (56%) responded to the survey.

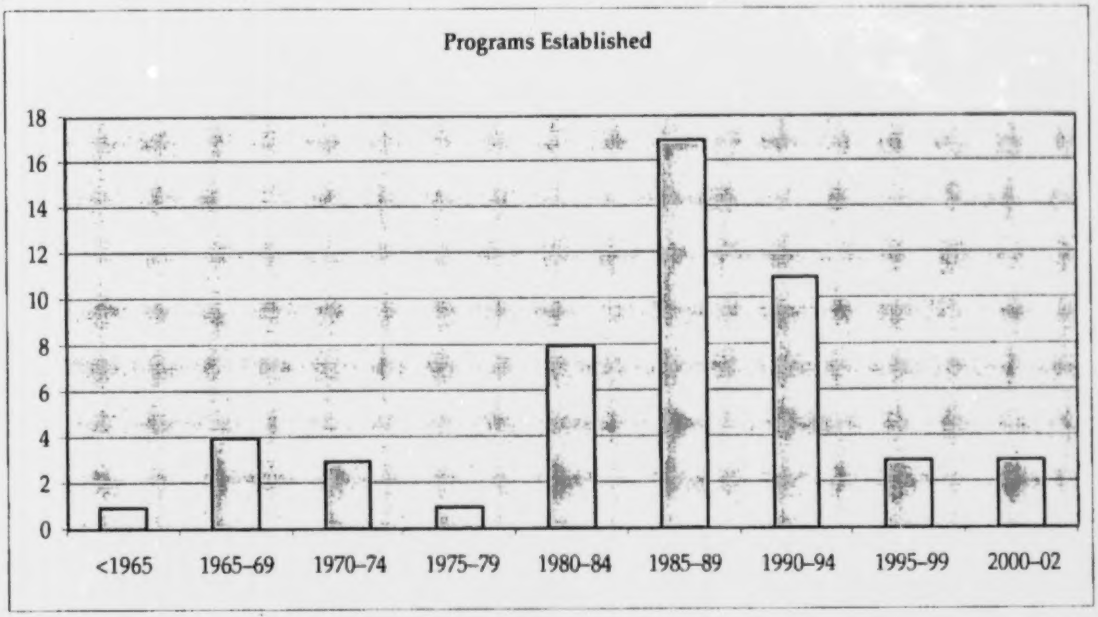
## Background

1. Does your library have a preservation program? (n=69)

| | | |
|---|---|---|
| Yes | 55 | 80% |
| No | 14 | 20% |

If yes, year established: (n=51)

| < 1965 | 1965–69 | 1970–74 | 1975–79 | 1980–84 | 1985–89 | 1990–94 | 1995–99 | 2000–02 |
|---|---|---|---|---|---|---|---|---|
| 1 | 4 | 3 | 1 | 8 | 17 | 11 | 3 | 3 |

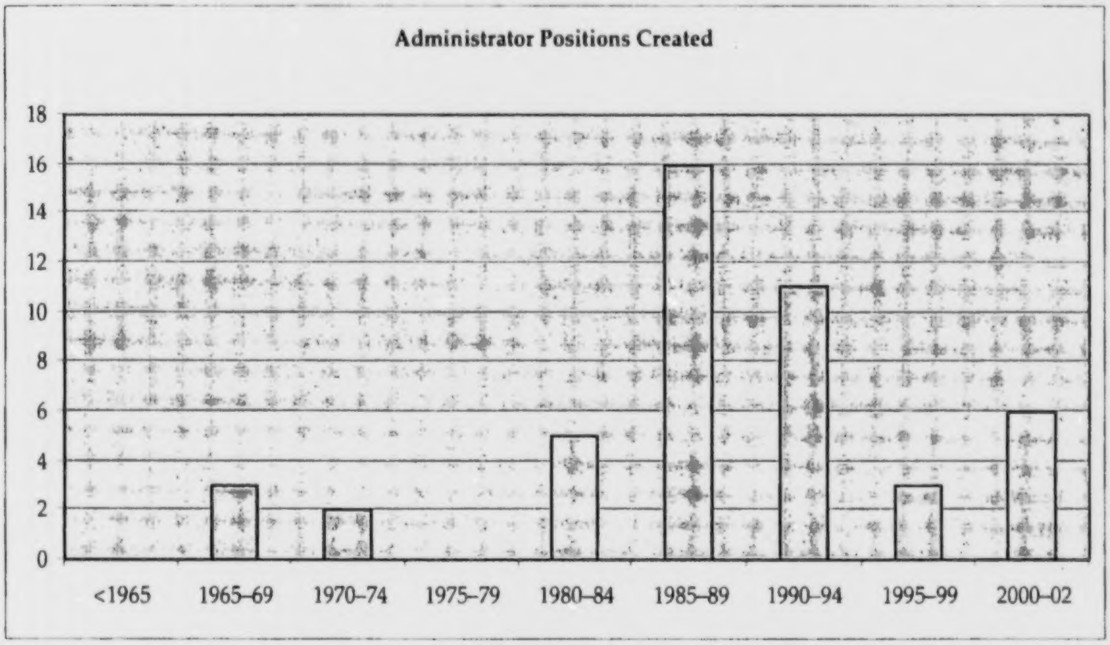


2. Does your library have a preservation administrator position? (n=68)

| | | |
|---|---|---|
| Yes | 48 | 71% |
| No | 20 | 29% |

If yes, year established: (n=46)

| < 1965 | 1965–69 | 1970–74 | 1975–79 | 1980–84 | 1985–89 | 1990–94 | 1995–99 | 2000–02 |
|---|---|---|---|---|---|---|---|---|
| 0 | 3 | 2 | 0 | 5 | 16 | 11 | 3 | 6 |



3. Does your library have: (n=68)

| | Yes | No |
|---|---|---|
| Regular review of items for possible preservation treatment | 60 | 8 |
| A current, written "preparedness and response" or "disaster" plan | 60 | 8 |
| An environmental monitoring program | 50 | 18 |
| An environmentally controlled off-site shelving facility | 44 | 24 |
| A preservation training program for staff | 42 | 26 |
| A written preservation policy or strategy | 29 | 39 |
| A preservation training program for library users | 13 | 55 |
| A preservation plan for digital resources | 13 | 55 |
| If your library has a written preservation policy, is there a regular schedule for reviewing and revising the document? | 9 | 39 |

If yes, describe the review schedule and indicate who participates in it.
Typically, preservation policies and procedures are reviewed by preservation department staff every one to three years. Several institutions report that this is the responsibility of a preservation advisory committee or council that has broader representation in the organization. A few respondents indicate that the review process has not been formalized but is still an ongoing part of the preservation program.

**Preservation Activities**

4. In which of the following units does staff participate in the following preservation activities? Check all that apply. (n=67)

| | Preservation | Special Collections | Collection | Circulation/Stacks | Bindery | Branch Library | Facilities | Library Administration | Public Services | Cataloging | Information Systems | Acquisitions | Other |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Disaster preparedness and planning | 56 | 41 | 33 | 37 | 13 | 22 | 39 | 39 | 23 | 13 | 22 | 9 | 3 |
| Conservation treatment (e.g., repair, page replacement, wrapping, boxing, etc.) | 55 | 36 | 11 | 14 | 19 | 14 | 0 | 0 | 10 | 7 | 1 | 5 | 4 |
| Post-disaster response | 53 | 39 | 30 | 40 | 23 | 20 | 46 | 41 | 20 | 17 | 19 | 15 | 7 |
| Development of preservation-related policies | 52 | 52 | 47 | 30 | 34 | 20 | 19 | 33 | 17 | 22 | 11 | 19 | 2 |
| Selection for preservation treatment | 51 | 51 | 42 | 47 | 26 | 20 | 1 | 3 | 17 | 23 | 0 | 18 | 4 |
| Preservation training for staff | 51 | 19 | 4 | 11 | 9 | 6 | 2 | 2 | 4 | 6 | 1 | 3 | 4 |
| Environmental monitoring and control | 48 | 30 | 1 | 9 | 1 | 8 | 39 | 6 | 3 | 0 | 1 | 0 | 1 |
| Photocopy reformatting | 48 | 24 | 34 | 5 | 8 | 9 | 0 | 1 | 8 | 5 | 0 | 3 | 3 |
| Decisions on reformatting vs. replacement | 45 | 26 | 51 | 3 | 6 | 9 | 0 | 3 | 9 | 4 | 2 | 6 | 3 |
| Microfilm reformatting | 43 | 28 | 36 | 1 | 4 | 7 | 1 | 2 | 5 | 5 | 0 | 1 | 6 |
| In-house pre-binding or reinforcing of new acquisitions | 43 | 13 | 14 | 6 | 24 | 10 | 0 | 1 | 4 | 8 | 0 | 15 | 1 |
| Commercial bindery preparation | 41 | 6 | 4 | 10 | 48 | 15 | 2 | 0 | 7 | 8 | 0 | 7 | 0 |
| Shelf preparation (e.g., application of spine labels, insertion of security targets, stamping, etc.) | 39 | 13 | 2 | 20 | 32 | 12 | 1 | 1 | 5 | 22 | 1 | 26 | 2 |
| Preservation training for users | 37 | 13 | 5 | 11 | 3 | 5 | 2 | 0 | 11 | 1 | 0 | 0 | 2 |
| Preservation fund-raising | 35 | 33 | 14 | 0 | 2 | 4 | 1 | 25 | 2 | 1 | 3 | 1 | 5 |
| Digital reformatting | 27 | 35 | 24 | 0 | 2 | 10 | 0 | 6 | 4 | 4 | 19 | 1 | 10 |
| Shelf maintenance (e.g., reshelving, shifting, cleaning, etc.) | 26 | 22 | 5 | 64 | 1 | 15 | 23 | 4 | 9 | 3 | 0 | 0 | 1 |
| Preservation of "born-digital" materials | 23 | 14 | 11 | 1 | 0 | 2 | 0 | 5 | 3 | 1 | 29 | 1 | 15 |
| Preservation of digitally reformatted collections | 23 | 22 | 10 | 0 | 0 | 4 | 0 | 3 | 1 | 1 | 23 | 0 | 14 |

5. Please reflect on preservation activities that are performed by the library today as compared to those performed five years ago. For each activity listed below, please indicate whether the level of activity has increased, decreased, or stayed about the same compared to five years ago. (n=67)

| Activity | Change since 1997 | | | |
|---|---|---|---|---|
| | Increased | Decreased | Same | N/A |
| Environmental monitoring and control | 43 | 0 | 23 | 1 |
| Digital reformatting | 43 | 0 | 5 | 18 |
| Disaster preparedness and planning | 36 | 3 | 27 | 1 |
| Selection for preservation treatment | 36 | 6 | 25 | 0 |
| Conservation treatment | 35 | 4 | 25 | 2 |
| Preservation of digitally reformatted collections | 34 | 0 | 3 | 28 |
| Development of preservation-related policies | 31 | 1 | 33 | 2 |
| Preservation of "born-digital" materials | 27 | 0 | 6 | 33 |
| Shelf maintenance | 27 | 2 | 37 | 1 |
| Preservation fund-raising | 24 | 2 | 22 | 19 |
| Commercial bindery preparation | 24 | 18 | 24 | 0 |
| Photocopy reformatting | 21 | 13 | 26 | 5 |
| Preservation training for staff | 20 | 6 | 36 | 4 |
| Microfilm reformatting | 17 | 16 | 28 | 5 |
| Shelf preparation | 16 | 8 | 41 | 2 |
| In-house pre-binding or reinforcing of new acquisitions | 14 | 10 | 35 | 7 |
| Preservation training for users | 11 | 4 | 33 | 18 |

6. How integrated into daily activities are preservation activities in your library as compared to five years ago? (n=67)

| | | |
|---|---|---|
| More integrated | 34 | 51% |
| Less integrated | 1 | 1% |
| About the same | 32 | 48% |

7. Overall, how satisfied are you with the level of responsibility the preservation administrator has for activities related to care of the collections? (n=67)

| | | |
|---|---|---|
| Very satisfied | 16 | 24% |
| Somewhat satisfied | 26 | 39% |
| Somewhat dissatisfied | 3 | 4% |
| Very dissatisfied | 2 | 3% |
| Not applicable | 20 | 30% |

## Preservation Education

8. From the following list of techniques for educating **library staff** about preservation issues, please check **all that are used by your institution** and **the three that have proven most successful**. (n=65)

| | Used | Successful |
|---|---|---|
| Hands-on demonstration of best practice | 49 | 31 |
| Special programs for staff | 48 | 36 |
| E-mail and/or Web announcements and information | 40 | 11 |
| User education posters, signs, bookmarks, etc. | 38 | 13 |
| Exhibits | 38 | 14 |
| Formal committees or task forces | 30 | 17 |
| Articles and newsletters | 26 | 4 |
| Formal surveys and reports | 22 | 7 |
| Public education programs | 20 | 3 |
| Regular meetings with department heads and administration to study issues and possible changes | 20 | 12 |
| Regularly scheduled workshops for staff | 19 | 14 |
| Other | 4 | 4 |

Please explain

The range of other techniques include providing illustrated sheets on handling, processing, and shelving library materials as part of student and staff training materials and handbooks; online, interactive programs on care and handling; video productions; sponsoring an open house for colleagues to view the preservation facility and observe activities; and regular meetings of the disaster preparedness and response team (comprised of a broad cross section of library staff of all ranks and positions).

9. From the following list of techniques for educating **library users** about the proper care of library materials, please check **all that are used by your institution** and **the three that have proven most successful**. (n=61)

| | Used | Successful |
|---|---|---|
| User education posters, signs, bookmarks, etc. | 41 | 23 |
| Exhibits | 39 | 27 |
| Hands-on demonstration of best practice | 18 | 15 |
| Public education programs | 18 | 11 |
| Articles and newsletters | 15 | 9 |
| E-mail and/or Web announcements and information | 11 | 8 |
| Other | 8 | 4 |

Please explain

Several respondents reported that user education is not a heavy area of activity, but like staff education, a wide variety of activities are used, including the use of "rainy day" bags, distribution of "spill-proof" mugs, and encouraging preservation inquiries to the department.

## Evaluation & Best Practices

10. Which techniques does your institution use to evaluate the effectiveness of preservation activities? Check all that apply. (n=62)

| | | |
|---|---|---|
| Track the number of preservation treatments | 60 | 97% |
| Track the number of materials reformatted | 52 | 84% |
| Track the amount of time per treatment | 40 | 65% |
| Annual staff performance reviews | 40 | 65% |
| Report by preservation administrator | 39 | 63% |
| Statistical analysis | 32 | 52% |
| Budget analysis | 28 | 45% |
| User surveys | 2 | 3% |
| Focus groups | 2 | 3% |
| Other | 6 | 10% |

Please explain

Other techniques include evaluating treated items to determine if the process has been successful (and if not, why not) and performing a cost-benefit analysis for various in-house preservation activities.

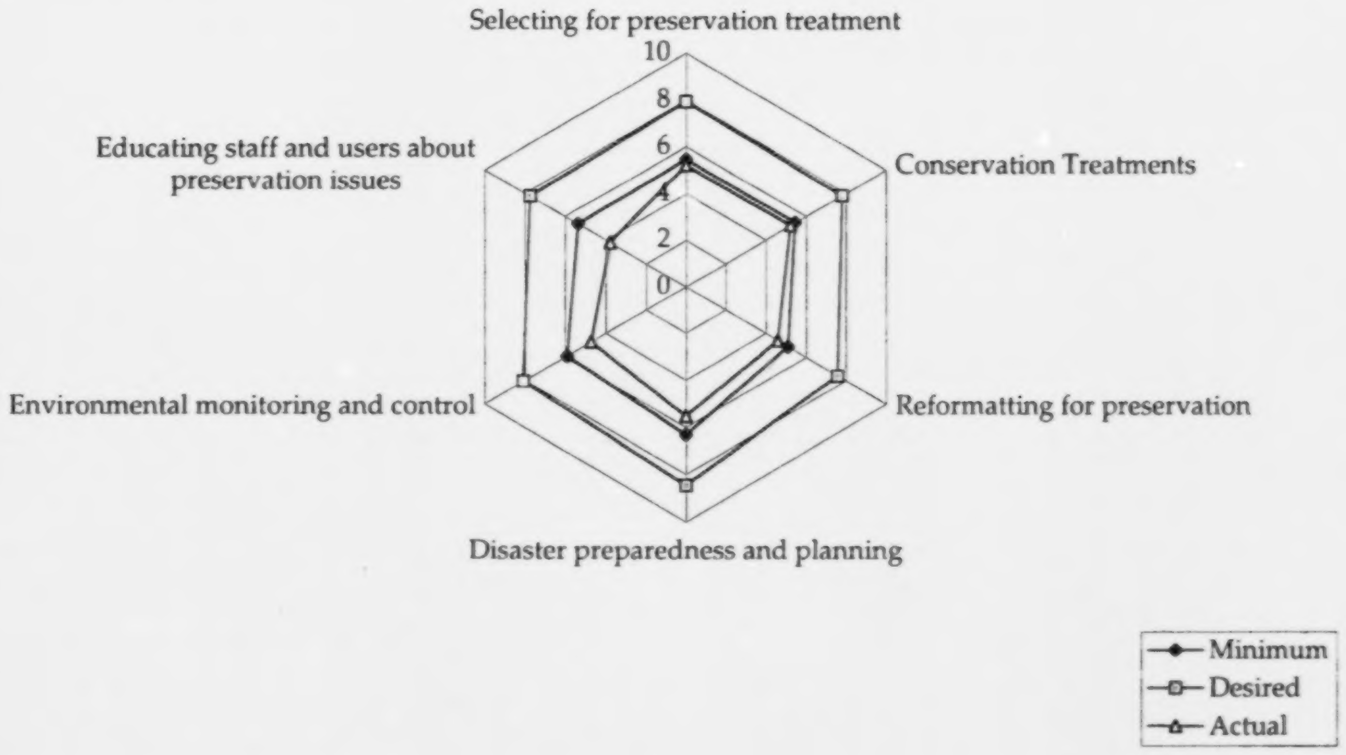
11. We would like your impressions about the quality of your library's preservation performance relative to your expectations.

For each of the following statements, please:

(a) Choose one of the numbers in the first column to indicate the **minimum** performance level you consider adequate for your library to achieve;
(b) Choose one of the numbers in the second column to indicate the level of performance you **desire** from your library; and
(c) Choose one of the numbers in the third column (or N for no opinion) to indicate your **perception** of your library's actual performance level.

|  | The Minimum Performance Level Is: |  |  | The Desired Performance Level Is: |  |  | My Perception of My Library's Actual Performance Is: |  |  |
|---|---|---|---|---|---|---|---|---|---|
| **When it comes to...** | **Mean** | **Std Dev** | **n** | **Mean** | **Std Dev** | **n** | **Mean** | **Std Dev** | **n** |
| Selecting for preservation treatment | 5.45 | 1.7 | 62 | 7.92 | 1.3 | 64 | 5.20 | 2.4 | 65 |
| Conservation treatments | 5.45 | 1.9 | 62 | 7.81 | 1.5 | 64 | 5.23 | 2.5 | 65 |
| Reformatting for preservation | 5.13 | 1.8 | 60 | 7.58 | 1.5 | 62 | 4.59 | 2.8 | 66 |
| Disaster preparedness and planning | 6.32 | 1.8 | 62 | 8.45 | 1.0 | 65 | 5.52 | 2.4 | 66 |
| Environmental monitoring and control | 5.89 | 1.8 | 63 | 8.05 | 1.1 | 65 | 4.71 | 2.2 | 65 |
| Educating staff and users about preservation issues | 5.35 | 1.9 | 60 | 7.74 | 1.4 | 62 | 3.75 | 2.3 | 65 |

# Perceptions of Preservation Performance



12. Generally speaking, how effective are preservation activities in your library as compared to five years ago? (n=66)

| | | |
|---|---|---|
| More effective | 33 | 50% |
| Less effective | 2 | 3% |
| About the same | 31 | 47% |

**Additional Comments**

13. Please submit any additional information regarding preservation activities at your institution that may assist us in accurately analyzing the results of this survey.

Several respondents report a serious dependence on the availability of grant funding to support their preservation programs. These resources may in fact determine which preservation activities are finally implemented. Digital reformatting seems particularly vulnerable to the availability of external funding, and several institutions are in the process of determining institutional preservation strategies and responsibilities for the preservation of "born-digital" materials, digitally reformatted materials, and commercially obtained digital materials. The ability to coordinate activities such as file maintenance, producing back-ups, and making decisions about storage and migration with other library units will be crucial to its success.

# Responding Institutions

University of Alabama
Auburn University
Boston College
Boston University
University of California, Davis
University of California, Irvine
University of California, Riverside
University of California, San Diego
Case Western Reserve University
Cornell University
Dartmouth College
Duke University
University of Florida
Florida State University
George Washington University
University of Georgia
University of Guelph
University of Hawaii at Manoa
University of Houston
University of Illinois at Urbana-Champaign
Indiana University Bloomington
University of Iowa
Iowa State University
University of Kansas
Kent State University
University of Kentucky
Université Laval
Library of Congress
Louisiana State University
McGill University
McMaster University
University of Maryland
University of Massachusetts, Amherst
University of Miami
University of Michigan
University of Minnesota
National Library of Canada
University of Nebraska–Lincoln
University of New Mexico
New York Public Library
New York University
University of North Carolina at Chapel Hill
North Carolina State University
Northwestern University
Ohio University
University of Pennsylvania
Pennsylvania State University
Purdue University
Rice University
University of Rochester
Southern Illinois University Carbondale
University at Albany, SUNY
University at Buffalo, SUNY
Syracuse University
University of Tennessee
University of Texas at Austin
Texas A&M University
Tulane University
University of Utah
Vanderbilt University
University of Virginia
Virginia Tech
Washington State University
Washington University in St. Louis
University of Waterloo
Wayne State University
University of Western Ontario
Yale University
York University

SPEC

# REPRESENTATIVE DOCUMENTS

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF LEADERSHIP AND
MANAGEMENT SERVICES

# Preservation Program Descriptions

BROWN UNIVERSITY

http://www.brown.edu/Facilities/University_Library/Preservation/Preservation.html

BROWN UNIVERSITY LIBRARY *Preservation*

## Brown University Library
## Preservation Department

### Function of the Preservation Department in the Library

End Processing for Newly Acquired Materials

Commercial Binding

Repair of Circulating Materials

Care and Treatment of Special Collections Holdings

Environmental Monitoring

Disaster and Emergency Planning and Response

Staff and User Education Programs

Investigating New Preservation Technologies

Storage Coordination

### History of Preservation at Brown University Library

The Preservation Department at the Brown University Library (BUL) is responsible for protecting and maintaining all the materials owned by the library and for preserving their intellectual content and physical structure for scholars, researchers, and patrons of the future.

The history of preservation at Brown University is centered in the work of the John Hay Special Collections Library. As with many research institutions, care of old, fragile, delicate, and historically interesting books and manuscript materials at Brown was a traditional beginning for preservation. Often the focal point of these early preservation efforts was the conservation techniques or "bench" activities which require the skills of trained book binders and paper conservators. True preservation activities at BUL began with the report of the Preservation Coordinating Committee which produced a Preservation Plan for Brown Libraries in 1983. But it was the appointment of a full time Preservation Librarian in 1987 which brought a central planning facility for preservation and which resulted in the April 1989 publication of the document "Recommendations for a Preservation Program at Brown University Library". It is interesting to note that the recommendations in this report are much the same as those made by other research libraries who have more recently completed preservation self-study needs assessment programs, and BUL is not unlike most comparable research libraries in preservation needs. The report outlined an expanded preservation program for BUL and was meant to be implemented immediately. Unfortunately, the Preservation Librarian left BUL soon after the report was issued. An acting Preservation Librarian served for three years until the establishment of a new Preservation Department and appointment of a department head beginning in April 1993.

Now preservation efforts, begun and long centered around Special Collections, have been expanded to include all library materials, in all formats, and in all library buildings. As noted in the various reports on preservation at BUL issued in the 1980s, the general collections are in considerable danger because of their poor quality paper content, because of high use, environmental control instability, and ever increasing space and storage pressures. The structure of the Preservation Department assists in meeting the needs of the general collections while continuing efforts are focused on Special Collections.

The Preservation Department at BUL now consists of the following components: the Bindery Unit which has responsibility for all aspects of commercial binding as well as for mending and repair of the circulating collection, labeling, marking, and final processing of all newly received books, and construction of archival enclosures for damaged, at risk, and brittle books. And the Conservation Unit at the John Hay Library where a specially trained Paper Conservator works with varied materials from this special collections library providing expertise and specialized techniques to maintain the material in its original state. Soon to be added is the humanities collection preservation unit which will be funded by an endowment established with the help of a National Endowment of the Humanities Grant. Finally, the Head of the Preservation Department, reporting to the University Librarian, supervises the work of the various units, is responsible for library storage planning and policy, oversees a program of monitoring environmental conditions on all library buildings, provides staff and user awareness and training programs, administers the departmental budget, plans for future automated and electronic preservation activities, and responds to various preservation needs within the library and the university community. Staff in the Preservation Department at Brown University are available to help campus by providing advice, site visits, and assistance during disaster response.

---

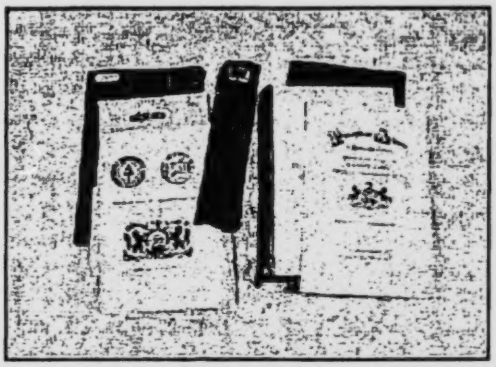
Library Home Preservation Home

http://www.brown.edu/Facilities/University_Library/Preservation/challenge.html

## preservation @ brown university library

http://www.brown.edu/library

**josiah | other catalogs | e-resources | forms | services | a to z | search library web | library home | brown home**



### The Preservation Challenge

One of the greatest threats to libraries is the acidic paper on which many of our books were printed. The term "brittle books" describes those books in which the paper has become weak due to acidic content and can no longer be used for reading and research purposes. Books which are now brittle are usually those printed in the period from 1870-1950 so one can easily imagine the magnitude of the problem since during this same period the rate of book publishing grew exponentially each year. All libraries face the problem of brittle deteriorating books and have several ways of reacting to this need.

At BUL we are experiencing the results of this problem at a level relative to a library with 3.1 million volumes as well as other paper manuscripts, drawings, microfilms, electronic media, video tapes, sound recordings and photographs. Many of these are books which are deteriorating and some are beyond being salvageable since the paper on which they are printed is too weak. Some of the books are no longer in print and cannot be replaced so the books must be reformatted if they are to continue to be of use. That is, the information contained on the printed page must be transferred to another more stable medium in order to remain accessible.

Reformatting is an option for books that do not of themselves have any archival value but for which the information contained in the book needs to be saved. Several reformatting options are available. One is microfilming, an old technology really, which has been successfully used for decades and which has been part of preservation efforts here at Brown University Library for years. And because it is a medium which is well understood by librarians and archivists, because it has stood the test of time, and because it is relatively inexpensive, microfilm has become an accepted medium on which to transfer information that may be in danger of loss because the paper on which the information is stored is deteriorating.

Since the filming process has been around since the 1930s, we know microfilm. Specifications for its production and use have been put in place by knowledgeable experts and microfilm is generally (if somewhat grudgingly) accepted by researchers as an alternative format for retention of public records, newspapers, periodicals, archives, and more recently for monographs. Because of rapid paper deterioration in many of the nation's research libraries, we cannot afford to wait for optical disk formats to be perfected as a storage and retrieval method. Fortunately, it has already been shown that high quality microfilm can be easily transferred to disk. Since selection decisions, prep work, and quality control procedures are similar for all types of reformatting, microfilm need not be seen as a "dead" technology but can co-exist with digital storage and retrieval systems while they are perfected.

As preservation reformatting moves to using digital media for storage, some feel that microfilm will become obsolete but that may not be the case. In fact, knowledgeable experts are recommending hybrid systems using both digital reformatting and microfilming. Yale University's Project Open Book is now testing methods of producing scanned images from microfilm and using text encoding software. One of the main concerns with digital technology is media obsolescence and its effects on storage and retrieval system design. It is recognized that some form of "refreshment", in the form of recopying to existing media or to some new format, will be necessary and costs for these procedures must be budgeted in any system planning. At Brown University Library, we are closely following the developments in digital technology and plan on adapting a system in the near future for use in the preservation of library materials.

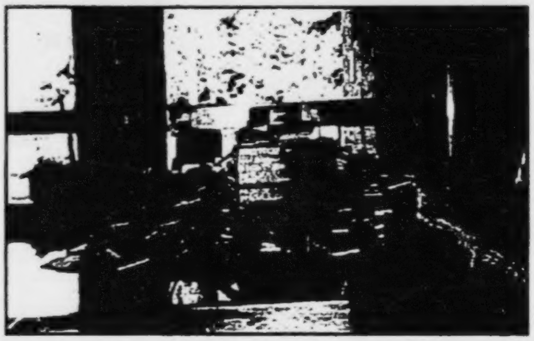
Another reformatting option used here at BUL is photocopying brittle books. These are first taken apart, then each page is carefully photocopied on acid-free paper and the pages are collated then bound at the commercial bindery and the finished product is a book which can be held and read like any other and on paper which will last for hundreds of years under proper storage conditions. Even the margins are made wider for easier copying by users. The greatest advantage in this method is that the final product is a book like the original with the same ease of use. One drawback is that this can cost as much as $100 for an average size book per book and another is that the finished item takes up as much shelf space as the original. Shelf space is at a premium in most libraries.

Yet another method of reformatting is optical disk scanning. This emerging technology allows information to be scanned into digital form and stored in a computerized retrieval system. Scanning can allow instant document access at workstations attached to the system or to a network and file server once these access systems have been established. The text is read off a CRT screen and can be printed as needed. The advantages to this process are many: quick easy access at a variety of locations, large memory capability of some systems means hundreds of thousands of pages could be stored, only text which is desired need be printed. The biggest drawback with such an emerging technology is cost and providing the retrieval programs which provide access. As in other areas, each new generation of hardware is more affordable but software and maintenance costs can still be large. Still a complete system can cost $50,000 or more which includes storage and retrieval hardware and software, printing, and even binding options from a single system. With modern high resolution CRT screens, the problem of eye-strain is not as acute as with microfilm readers.

An unrealistic option is wait to and do nothing, but we in the preservation field have seen the consequences of inaction: books which literally are flaking away, pages which cannot be lifted to turn without tearing, parts of text lost forever so that even complete reformatting is impossible. Many books printed on acidic paper are not yet brittle so it is possible that we can intervene and stop further damage to these books by a process of deacidification. This process, first investigated by the Library of Congress, has had many stops and starts as the technology was tested. There were some failures and several chemical companies once involved are now no longer interested in offering this service because it has not shown itself to be commercially viable. However, other companies have stepped in with new systems and we at BUL plan to proceed with our own testing of such systems The costs seem reasonable at about ten dollars per book, until it is noted that hundreds of thousands of volumes in the Brown Library collection might need this deacidification process to be protected.

A final option is to try and stabilize the books so that preservation efforts can continue and be effective in a better fiscal environment. This is done by storing books in archival containers, controlling light, temperature and humidity in library buildings, and maintaining care in use and handling of library materials. This is an area where it is possible for libraries of all sizes to have an impact at very low budgetary cost. Archival containers for brittle materials can be constructed in-house or purchased from commercial vendors. Attention to the Heating, Ventilation, and Air-Conditioning (HVAC) system in the library building should be directed to maintaining year-round temperature and humidity level within a narrow range with little fluctuation. Rapid large-scale changes in temperature and humidity levels have been shown to greatly accelerate the rate at which paper deteriorates. Accepted levels for proper book storage are 68-70 degrees F for temperature and 45-50 percent relative humidity. It is generally not a good idea to open windows or doors for ventilation as this allows pollution, mold spores, and even vermin to enter the building. HVAC problems can often be addressed at a far lower cost than replacing book collections which have deteriorated beyond normal use. Proper lighting is important but exposure to sun or other sources of ultra-violet (UV) light rays such as fluorescent lights should be avoided. Shields can be obtained which will guard against different sources of UV light.

At Brown, we are addressing all of the above techniques in our newest fund-raising effort. In December 1996, Brown was awarded a National Endowment of the Arts Challenge Grant of $625,000 for Preservation Endowment. Full details are here. We expect to raise a total of $3.125 million in challenge grant and matching funds which will be used to fund two full-time staff members in the department and a variety of preservation treatments for library materials.



Brown is proud of its long tradition of work in the preservation area. We anticipate many other challenges in the future and expect to be ready to respond to changes in user needs, library technology and information delivery.

For more information, please email us at preservation@brown.edu

---

**Library Home** **Preservation Home** **Brown Home**

This page was last updated on Thursday, 31-Oct-2002 15:14:01 EST.

Comments to: Brown University Library Web Team

© 2002, Brown University Library. All rights reserved.

http://www.brown.edu/Facilities/University_Library/Preservation/conlab.html

# preservation @ brown university library

http://www.brown.edu/library

**josiah | other catalogs | e-resources | forms | services | a to z | search library web | library home | brown home**

### The Conservation Lab

The Conservator's office is located in the basement of the John Hay Library. This library houses the various special collections of Brown University. The Conservator coordinates most preservation activities for Special Collections. Bound volumes are usually housed in protective enclosure rather than repaired or rebound. The most common protective enclosures are drop spine boxes, acid-free wrappers and phase boxes. Staff have been provided with guidelines to help in the selection of the most appropriate enclosure. Some simple protective enclosures are made by student assistants. The Library's commercial bindery also provides some enclosures. Other volumes are sent to conservators in private practice for treatment. Individual sheets of paper are treated by the conservator. Treatments include flattening, tape removal, mending with Japanese tissue, and backing. Only reversible treatments are performed.

In addition to repairing items that are already damaged, the Conservator works closely with the Rare Book Cataloguer and the staff of Reader Services to provide protection to new acquisitions as they are processed. Items are also evaluated when they are paged. The Conservator in conjunction with the Coordinator of Reader Services developed guidelines for photocopying items from Special Collections.

The Conservator is also responsible for preparing items prior to exhibition throughout the library system. The Conservator reviews for suitability items selected for exhibition. Watercolors and cyanotypes are generally not displayed. Most exhibits last between six weeks and two months. Fragile items are stabilized prior to exhibit. Items in the wall cases are matted.

Photocopy Guidelines for special collections. Protective Enclosure descriptions.

For more information, please contact us at preservation@brown.edu.

---

**Library Home** **Preservation Home** **Brown Home**

This page was last updated on Thursday, 31-Oct-2002 15:14:59 EST

Comments to: Brown University Library Web Team

© 2002, Brown University Library. All rights reserved

BROWN UNIVERSITY

http://www.brown.edu/Facilities/University_Library/Preservation/annual_report.html

BROWN UNIVERSITY LIBRARY *Preservation*

# Annual Report - 1998/1999

## Key Developments in 1998/99

A look at the ARL Preservation Statistics for 1997/98 (the most recent available) is sobering. Expenditures for preservation at ARL libraries have leveled off, or even fallen, at many institutions. Loss of funding from NEH filming projects and other sources is primarily to blame. Brown's numbers fell on slightly last year, while at the same time our production numbers (for binding and repairs) were up.

However, in comparing some of Brown's key preservation statistics with those at other institutions, we are in a most favorable position. Two important measures are preservation expenditures as a percentage of total materials expenditures (Brown at 16%), and preservation expenditures as a percentage of total library expenditures (Brown at 5%). This ratio of 16%/5% places Brown significantly ahead of like sized libraries with which we typically compare ourselves such as Dartmouth (9%/3%), Boston University (8%/3%), Emory (6%/2%), and MIT (12%/4%). At Brown, our expenditures on preservation are more on a level with the nationally-acknowledged biggest and best programs such as those at Cornell (15%/5%), Columbia (20%/7%), Berkeley (20%/6%), Stanford (15%/5%), Princeton (14%/5%), and Yale (14%/5%).

This is quite extraordinary given the size of the Brown Library. It is expected that spending from the NEH challenge grant endowment, which will eventually reach about $160,000 per year, will lift these statistical measures even more.

## Fund Raising for NEH Grant Completed

In 1996, the Brown University Library was awarded an National Endowment for the Humanities (NEH) Challenge Grant of $625,000. The award, in the form of a challenge grant, is part of a plan to raise $3.2 Million endowment for preserving library materials. Brown is required to raise donations totaling $2.5 million for the endowment. As noted in last year's annual report, Brown proposed to NEH a dual action plan which provides for:

a. Surveying and treating important humanities collections already owned which account for nearly one million items including a wide array of formats such as monographs, journals, broadsides, manuscripts, sheet music, sound recordings and leaflets.
b. Surveying and treating all new acquisitions for these humanities collections, which amount to over 4,500 items annually. Each new purchase or gift in these subject areas will be scrutinized, tested, and treated as necessary. In this way preservation of newly received materials is simultaneous with retrospective preservation work on collections held.

Thanks to the diligent work of the Development Office at Brown, and Julie Emlen in particular, fundraising for the matching $2.5 million was completed in July 1999, a year ahead of schedule.

## Storage Collections Expanded

A total of 14,271 items were processed and sent to the Harvard Depository Library (HDL) from the Rockefeller, Sciences and Orwig Libraries. The John Hay continued to send boxes of manuscripts and other material to HDL. Some 191 boxes of special collections material were transferred to HDL during the year. Retrievals from HDL continued to be low compared to other libraries with materials in storage, but they did increase by 130% from 187 items in 97/98 to 430 items in 98/99. The trend in large libraries with storage collections is for about 3% of the materials in storage to circulate. Brown's rate is less than 1% and shows that particularly low-use materials were selected for storage. Nearly $50,000 was spent on storage related costs during 98/99, not including library staffing.

## More Volumes Mass Deacidified

Six hundred fifty-one volumes of from the Orwig Library music collection were deacidified by Preservation Technologies of Pittsburgh PA. This represents a 150% increase over the number of volumes deacidified last year.

## Bindery Unit Keeps Pace

The Bindery Unit continued to efficiently process materials. Commercial Binding was up 12.5% to 26,288 volumes. Pamphlet binding at 979 volumes was up 24% and the number of repairs performed was up 9.5% to 4,187. While the total number of volumes processed at 20,645 was down 29% from last year, this can be attributed to nearly 4,000 fewer new hardcover books and almost 650 fewer music scores sent to the Bindery for processing than the last fiscal year. By year's end the Bindery had no backlogs in any area including commercial binding, repairs, boxmaking, end processing or music binding and is currently processing all new receipts immediately.

Expenditures for commercial binding increased during 1998/99 from $193,047 to $218,347 due to a price increase from the binder, its first increase in three years. In addition the number of volumes bound rose, a result of the new policy to buy unbound books from publishers when possible, then binding them using the commercial binder. While creating an overall savings in Acquisitions, it does mean a greater expenditure for commercial binding.

## Special Collections Conservator Begins New Jacketing Program

The recently initiated project of providing mylar dust jackets for new acquisitions with paper dust jackets was expanded to include titles that the Library had already acquired. 3,704 volumes were given mylar dust jackets and project also carries with it other benefits. Each title is being dusted and any problems with titles having been mis-shelved are being corrected. It is this sort of simple project that helps to build a solid preservation foundation.

Using NEH Challenge Grant funds, several dozen museum cases to house items in the Lincoln Collection were acquired. In the future, the contents of these boxes will need to be foldered and labeled. The old acidic boxes that had been used have been discarded. In addition, a sample batch of items was sent to a box-maker in North Carolina. Finally, a couple of boxes of books from the Military Collection were sent to a disaster recovery company to be treated for mold.

The Conservator helped the Curator of American Bibliography with the initial processing of some newly acquired foreign language alcohol publications. These items had been languishing in storage areas of various institutions before they came to Brown. During this period of neglect, the items were involved in some "water incursion" incidents and had been damaged. A smaller percentage of them had mold than we had been led to believe. These items were sorted into broad language groups and reboxed.

### Preservation Department Staff Continues Professional Contributions

Department Head Eric C. Shoaf made significant contributions to the library profession on a national level in general and was also active regionally both within and outside his area of expertise. Nationally, Shoaf continued membership on the American Library Association's PARS Photographic and Recording Media Committee and will serve through 2000. He also serves on the Comparative Library Organizations Committee and the PRS Publication Committee, both in LAMA. He published five book reviews in *Library Journal* . Shoaf continued as a member of the Rhode Island Library Association (RILA) and Brown University's Friends of the Library.

At Brown, Shoaf served on the Preservation Advisory Committee, and was chair of the Storage Committee. He served on the Strategic Planning Steering Committee and worked as a facilitator in numerous library meetings and presentations. Shoaf continued his program of study at the University of Rhode Island leading toward the Master of Public Administration degree and completed three graduate level courses entitled "Contracting in the Public Sector," "International and Comparative Labor Relations," and "Introduction to Public Administration." He also began volunteering to work in the Special Collections Reading Room each week.

Dina DePalo served on the Service to Users Task Force as part of the strategic planning process. Lisa Caezza continued to serve as a union steward and took two CIS computer courses throughout the year.

Jim Chapin and Marie Malchodi, Book Repair Technicians helped Michelle Venditelli present a book repair workshop for RILA and also helped to organize a preservation exhibit. Chapin also attended two computer courses offered by CIS.

Michelle Venditelli, Bindery Manager, served on the Staff Communications Team, as Chair of the Party Committee and on the Developing Staff Task Force in the strategic planning process. She presented a book repair workshop for RILA, volunteered with Joanna Katsune to consult in cataloging descriptions of artists books in the Harris collection, and attended week-long advanced book repair course at North Bennet School.

Conservator Ann Dodge continued to serve on the Exhibits Committee. She also served as Chair of the Preservation Committee and led the group in the important task of updating the emergency guides and looking at the food and drink policy. Ms. Dodge was a charter member of the Staff Communication Team. She also served on the Party Committee and on the Facilities and Space Task Force in the strategic planning process. Ms. Dodge continues to be active in the Rhode Island Library Association. She serves on the Publications Committee and contributes a regular column on matters related to preservation for the *RILA Bulletin* . In addition, she spends one afternoon a week at the Reader Services Desk of the John Hay Library.

### Preservation Department Plans for the Future

As noted in the 1997/98 Annual Report for the Preservation Department, there are several activities that are basic for any preservation program at a research library and have therefore been implemented here at the Brown Libraries. These are:

- Preparation of Library Materials for Use (End Processing)
- Commercial Library Binding
- Physical Repair and Mending Activities
- Special Collections Conservation
- Collection Maintenance Assistance
- Mass Deacidification
- Staff and User Education Programs
- Environmentally Sound Storage Conditions
- Reformatting of Damaged and Brittle Material

The Department will continue with these core preservation activities which have been previously established and will improve, expand, increase, and articulate new programs as well:

- Oversee the work of the Bindery Unit and Conservator
- Expand staff and user preservation training and awareness programs
- Maintain environmental monitoring system and work for improvement in conditions in library buildings
- Begin using emerging technologies in digital reformatting
- Continue to work on the library's MODEL program
- Oversee expenditure of NEH Preservation Endowment income
- Continue leadership role for preservation efforts in the State of Rhode Island
- Off-site storage of library materials

Two new staff members will be added to the Preservation Department during the coming year as a result of the NEH Preservation Endowment. Funding for treatments from the endowment will allow the library to continue to deacidify books, rehouse, mend, film, digitize and otherwise treat library materials to further their use in scholarship.

## Conclusion

During 1998/99 the preservation program in the Brown Library system has been greatly expanded and much accomplished. Preservation education programs have increased the awareness of staff and users to preservation issues, environmental monitoring has documented temperature, humidity, and lighting needs for the library, productivity for the Units in the Preservation Department have increased while backlogs have been pared and workflows streamlined. Automation has been assimilated in the Units of the department and greater levels of efficiency can now be achieved. The NEH Preservation Endowment will provide for unprecedented increases in conservation processing and treatments for both circulating and non-circulating collections. As we further investigate new technologies in areas of reformatting, deacidification and others, we will also continue with the core programs and activities which contribute to the maintenance of the circulating collection and to the proper protection and preservation of those special collections which are so valuable and important.

---

Library Home Preservation Home

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://orpheus.ucsd.edu/preservation/mission.html

# UCSD Libraries Preservation Program

## Information & Mission

Preservation Department Information

**Mission of the Preservation Department**
The mission of the Preservation Department is to maintain and preserve the collections of the UCSD Libraries in original or reproduction format, in order to provide access to information for our users and to protect unique materials. Our priority is to maximize the life expectancy and utility of the collections by providing for the present and future information needs of the university.

**Preservation Program**
In 1989 the UCSD Libraries began to develop an active preservation program following a set of actions recommended by the Preservation Program Task Force. The two and five year goals became the **Preservation Program Strategies** that paved the way for a coordinated effort to make changes to help protect library collections. The preservation librarian's position was increased from 25% to 50%. A comprehensive staff and user education program was initiated. In 1995 the Preservation Department was established as a separate department of the library. The Preservation Department incorporates binding, repair, and reformatting operations which had formerly been part of the Acquisitions Department. The preservation librarian is assigned responsibility as department head. The position reports to the AUL-Technical Services, and the department is part of the User Support Services cluster for the libraries. Most of the goals established by the Preservation Program Task Force report have been accomplished. The Preservation Department establishes annual goals which strive to address the library collection care needs through prompt and effective services provided by department staff.

**Goals of the Preservation Program:**

- To preserve and restore materials in a cost-effective, reversible and non-destructive fashion.
- To establish and maintain standards for commercial binding and to organize the necessary specification and preparation functions.
- To develop overall preservation policies consistent with the goals and objectives of the library and university.
- To educate staff and the public about preservation issues and procedures.
- To maintain a disaster preparedness program for collections and to respond effectively to emergencies.
- To maintain proper environmental conditions and security.
- To investigate new technologies applicable for preservation and access.

*The collections of the library represent one of UCSD's most valuable resources.*

Return to
Home Page

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://orpheus.ucsd.edu/preservation/strategies.html

## UCSD Preservation Program
## Strategies for Implementation

### A. ENVIRONMENT AND PREVENTION

| **Status as of 1990** | **Short Term Recommendation: 2 years** | **Long Term Recommendation: 5 years** | **Final Report 1998: 7 years** |
|---|---|---|---|
| 1. Preservation Librarian is consulted on building & construction plans. | Preservation Librarian has assignment to review all plans for preservation implications. | Same | PL consulted on plans as deemed necessary. |
| 2. Virtually no uniform, librarywide written policies/standards on environmental controls. | Preservation Librarian begins to draft policy/standards, including details such as schedules for changing filters in air handling systems. | Comprehensive policy/standards document in place and implemented. | Consulting with Physical Plant Services as needed. No written standards. |
| 3. Inconsistent temperature and humidity controls in campus libraries. | Urgent problems rectified as needed. | All facilities have temperature and humidity controls up to the standards of the Geisel Library addition. | Library HVAC systems stable except SIO. Minor CAP resubmitted 1998. Wall mounted fans installed to assist SIO HVAC as an interim solution. |
| 4. Insufficient number of hygrothermographs (4). | All campus libraries with research collections have adequate number of hygrothermographs (8). | Same | Dataloggers installed in SIO Archives. Four available for use in other libraries. |
| 5. Little regular monitoring of effects of lighting on collections. | Regular monitoring in place; determine where added UV shields are urgently needed and install. | UV filters in all appropriate areas; other light control measures in place (blinds, curtains); no important collections adversely affected by light. | Geisel Library & SIO Archives lighting meet standards. |
| 6. Library has little influence over Physical Plant personnel with respect to their activities relating to preservation of collections. | Increased awareness of preservation by cleaning staff; regular inspection of relevant systems (e.g., air handling) and prompt action; personal contact with cleaning supervisors by Preservation Librarian. | Ongoing maintenance; Preservation Librarian participates in training of Physical Plant personnel, as appropriate. | PPS and library work closely to assure continued collection preservation. |
| 7. No organized fumigation program. | Preservation Librarian writes guidelines for fumigating. Supplemented when necessary. | Same | Integrated Pest Management program in place. Web information in place. |
| 8. Modest summer stack cleaning program. | Some selective increases in program until current building projects are completed. | Clean all library stacks at least every three years. | Cleaning all libraries on a 2 or 3 yr. cycle. Integrated into regular stack maintenance program, but funded by preservation. |
| 9. Little or no preservation oversight in equipment purchasing, development of maintenance contracts. | | Preservation Librarian consulted on all relevant equipment acquisitions (e.g., copy machines, book drops) and maintenance contracts (e.g., for playback equipment). | Little headway has been made in this area. New photocopier service only supplies four drop edge copies to entire library system. |
| 10. No librarywide policy on book drops. | Written policy on book drops established standards, when they may be open, etc. | Same | Book drops remain open, but are supplied with signage to use rubberbands to hold the book closed. Spring-loaded drawers. |
| 11. Irregular schedule of rare book refurbishment. | Annual (or other regular, as feasible) inspection and prioritizing of materials to be treated. | Rare books treated in-house or at suitable regional alternative. | Funded on an annual basis by Preservation Project Budget. |
| 12. Preservation Librarian on the Library Security Council. | Same | Same | Completed. |

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://orpheus.ucsd.edu/preservation/strategies.html

## B. STAFF AND USER EDUCATION

| Status as of 1990 | Short Term Recommendation: 2 years | Long Term Recommendation: 5 years | Final Report 1998: 7 years |
|---|---|---|---|
| 1. Little orientation of new staff to Preservation requirements. | Mandatory orientation session for all new library staff (offered quarterly). | Same | Orientations offered twice annually each fall.<br>414 staff trained as of Fall 1998. |
| 2. Little continuing preservation education for existing staff. | Series of discrete workshops on, e.g., treatment/repair; outside presenters brought in as necessary. | Comprehensive program of continuing education, with multimedia resources, etc. | Training in place and ongoing. |
| 3. Uneven sense of responsibility for preservation among staff. | Consciousness raised through regular and consistent formal and informal communication about preservation. | Most library employees have responsibility for preservation written into job description. | Increased awareness by library staff. Ongoing awareness training. In job descriptions. |
| 4. Support for preservation training and related staff development in place. | Continue and expand support as needed. | Same | Ongoing. |
| 5. Sporadic user education. | Target undergraduates through library tours and bibliographic instruction sessions. Focus on those few practices that will gain most preservation benefit. | Extend user education to entire user community and maintain ongoing program. | Permanent exhibit cases used for preservation education, tours. |
| 6. No cooperative efforts in user and staff education. | Work with others in UC and at SDSU on videos, other media. Develop bulk quantity handouts, bookmarks, etc. | Preservation network in San Diego (Southern California?) develops regional workshops, etc. | PL active in California State Preservation Program and Training. Preservation collection cataloged and available for loan to area libraries. |

## C. DISASTER RESPONSE AND PREPAREDNESS

| Status as of 1990 | Short Term Recommendation: 2 years | Long Term Recommendation: 5 years | Final Report 1998: 7 years |
|---|---|---|---|
| 1. Present Disaster Plan outdated. | Updated, integrated plan:<br>•Disaster Response Team in place;<br>•procedures for dealing with water, earthquake, fire and smoke damage;<br>•clear priorities for salvage, with related maps;<br>•clear authority for decision making, expenditures in a disaster;<br>•regular scenarios and drills conducted<br>•clear contacts established with staff, vendors, consultants;<br>•Preservation Program in place and routines clearly outlines. | Same | Plan updated with web access to disaster procedures. |
| 2. Inadequate training in disaster preparedness. | Training program for all relevant staff; hands-on experience; job descriptions indicate responsibilities. | Same | Training conducted on a regular and as needed basis.<br>SILDRN established to address the regional preparedness issues. |
| 3. Inadequate and missing disaster supplies. | Adequate inventories established and maintained. | Same | Supplies on hand for a 10,000+ book disaster.<br>SILDRN supplies available for a 40-50,000 book disaster. |

## UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://orpheus.ucsd.edu/preservation/strategies.html

### D. PRESERVATION SELECTION AND TREATMENT

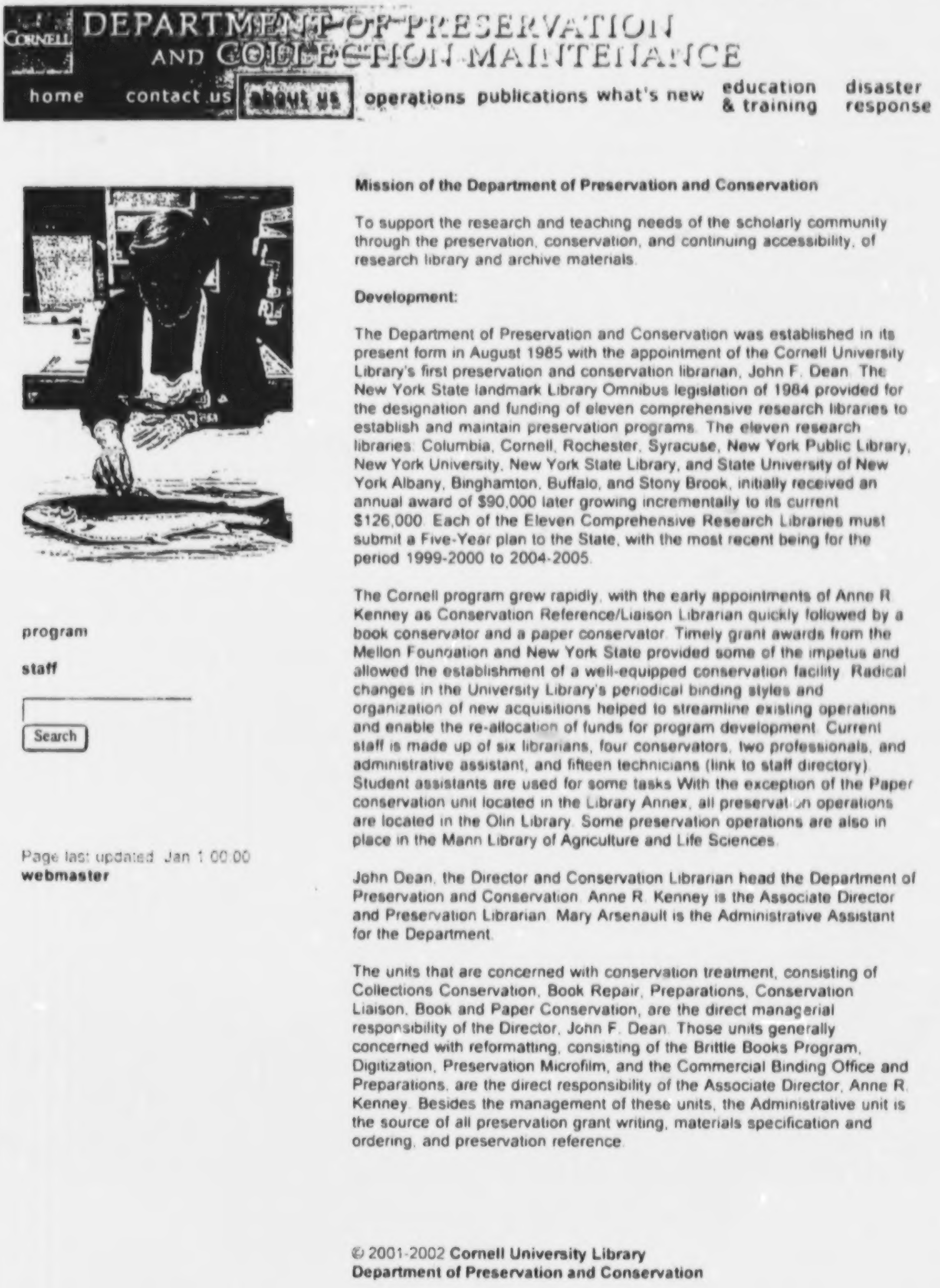
| **Status as of 1990** | **Short Term Recommendation: 2 years** | **Long Term Recommendation: 5 years** | **Final Report 1998: 7 years** |
|---|---|---|---|
| 1. Selection and treatment done on as-noticed basis. | Priorities and programs established in four major areas of the collections: working, research, special and archival, non-print. | Same | No written priorities established. |
| 2. Little documentation on selection and treatment policy/ procedures. | Collection Management and Preservation Department drafts and/or coordinates appropriate documents on selection and treatment policy and procedure. | Documents completed. Ongoing implementation. | PL and Collection Development librarians handle selection & treatment decisions as needed (With the absence of a full time AUL - Collections since 1992, this part of the preservation program has had less emphasis). |
| 3. Little consistency in repair operations librarywide. | Consistent written procedures, guidelines and training for bindery and repair staff librarywide. | Repair activities centralized for all libraries in the Preservation Unit. | Repair functions centralized in Preservation Department with adequate staffing and equipment. |
| 4. Little attention to preservation needs of non-print collections. | Evaluation of preservation needs of non-print collections is underway. | Capability to treat (and/or refer for treatment) non-print materials. | AAL, Music & FVL address needs of their respective collections and receive Preservation Program funding. |

### E. ORGANIZATION AND ADMINISTRATION

| **Status as of 1990** | **Short Term Recommendation: 2 years** | **Long Term Recommendation: 5 years** | **Final Report 1998: 7 years** |
|---|---|---|---|
| 1. Preservation largely distributed function. | Preservation program focused in Collection Management and Preservation Group or Department. | CMPG has binding, treatment functions as centralized responsibility. | Preservation Department fully staffed and operational since 1995. |
| 2. .3 Preservation Librarian in place. | .5 or 1.0 Preservation Librarian in place. | 1.0 Preservation Librarian and conservation staff in place. | 0.6 PL in place. |
| 3. Functions of disaster readiness, preservation education, preservation selection and treatment are unevenly distributed throughout Library. | Working groups in these three areas are in place, as are relevant written guidelines, procedures. | Same; with possible modifications as a result of increased preservation staffing. | Functions focused in Preservation Department. |
| 4. Little focus on preservation in development program. |  | Library takes preservation message to community at large; component of fundraising campaign. | Preservation has not been a focus in the development program. |

CORNELL UNIVERSITY

http://www.library.cornell.edu/preservation/mission.html



**Mission of the Department of Preservation and Conservation**

To support the research and teaching needs of the scholarly community through the preservation, conservation, and continuing accessibility, of research library and archive materials.

**Development:**

The Department of Preservation and Conservation was established in its present form in August 1985 with the appointment of the Cornell University Library's first preservation and conservation librarian, John F. Dean. The New York State landmark Library Omnibus legislation of 1984 provided for the designation and funding of eleven comprehensive research libraries to establish and maintain preservation programs. The eleven research libraries: Columbia, Cornell, Rochester, Syracuse, New York Public Library, New York University, New York State Library, and State University of New York Albany, Binghamton, Buffalo, and Stony Brook, initially received an annual award of $90,000 later growing incrementally to its current $126,000. Each of the Eleven Comprehensive Research Libraries must submit a Five-Year plan to the State, with the most recent being for the period 1999-2000 to 2004-2005.

The Cornell program grew rapidly, with the early appointments of Anne R. Kenney as Conservation Reference/Liaison Librarian quickly followed by a book conservator and a paper conservator. Timely grant awards from the Mellon Foundation and New York State provided some of the impetus and allowed the establishment of a well-equipped conservation facility. Radical changes in the University Library's periodical binding styles and organization of new acquisitions helped to streamline existing operations and enable the re-allocation of funds for program development. Current staff is made up of six librarians, four conservators, two professionals, and administrative assistant, and fifteen technicians (link to staff directory). Student assistants are used for some tasks. With the exception of the Paper conservation unit located in the Library Annex, all preservation operations are located in the Olin Library. Some preservation operations are also in place in the Mann Library of Agriculture and Life Sciences.

John Dean, the Director and Conservation Librarian head the Department of Preservation and Conservation. Anne R. Kenney is the Associate Director and Preservation Librarian. Mary Arsenault is the Administrative Assistant for the Department.

The units that are concerned with conservation treatment, consisting of Collections Conservation, Book Repair, Preparations, Conservation Liaison, Book and Paper Conservation, are the direct managerial responsibility of the Director, John F. Dean. Those units generally concerned with reformatting, consisting of the Brittle Books Program, Digitization, Preservation Microfilm, and the Commercial Binding Office and Preparations, are the direct responsibility of the Associate Director, Anne R. Kenney. Besides the management of these units, the Administrative unit is the source of all preservation grant writing, materials specification and ordering, and preservation reference.

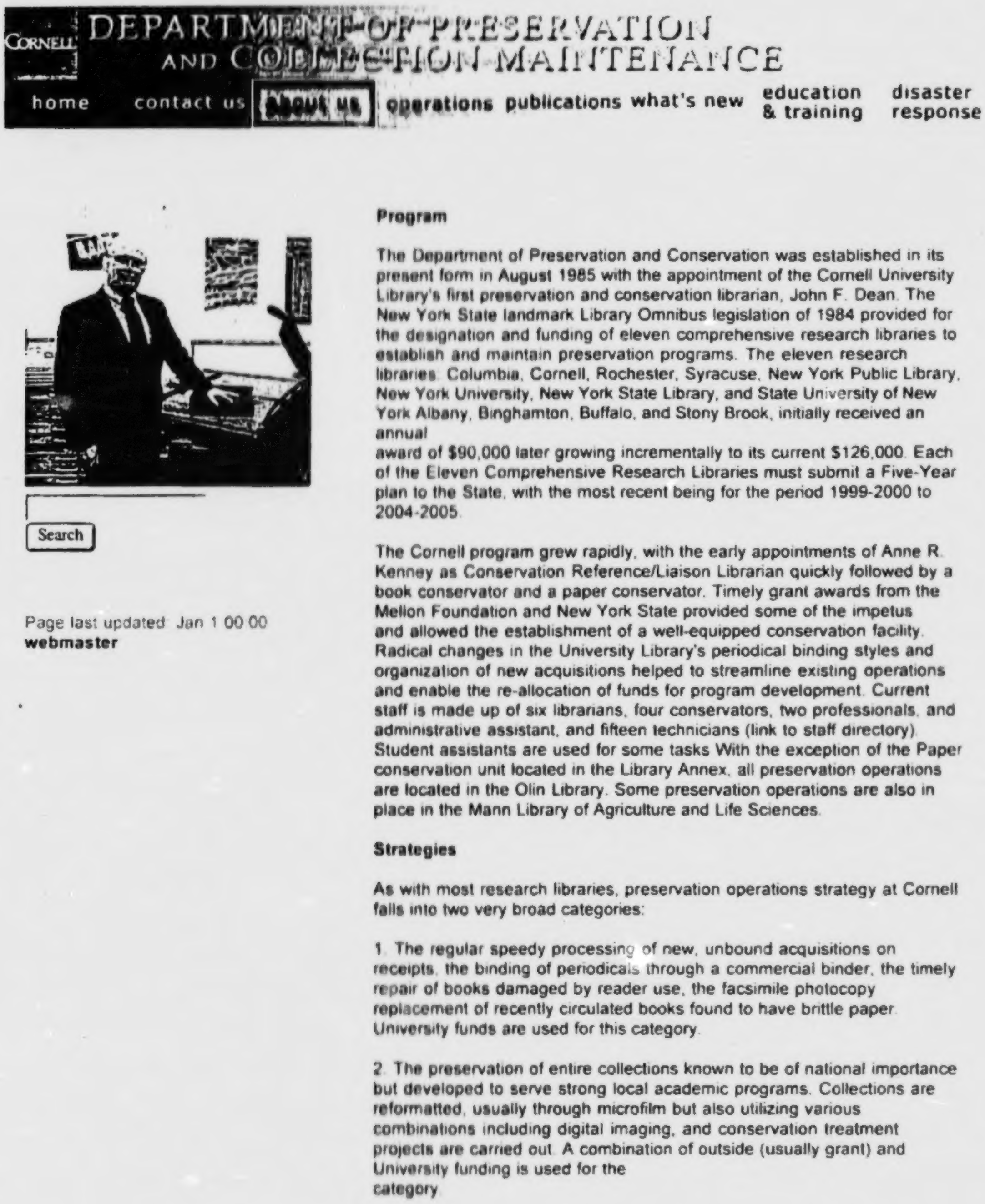
Page last updated: Jan 1 00:00

© 2001-2002 **Cornell University Library**
**Department of Preservation and Conservation**

BEST COPY AVAILABLE

CORNELL UNIVERSITY

http://www.library.cornell.edu/preservation/program.html



Page last updated: Jan 1 00 00
**webmaster**

**Program**

The Department of Preservation and Conservation was established in its present form in August 1985 with the appointment of the Cornell University Library's first preservation and conservation librarian, John F. Dean. The New York State landmark Library Omnibus legislation of 1984 provided for the designation and funding of eleven comprehensive research libraries to establish and maintain preservation programs. The eleven research libraries: Columbia, Cornell, Rochester, Syracuse, New York Public Library, New York University, New York State Library, and State University of New York Albany, Binghamton, Buffalo, and Stony Brook, initially received an annual
award of $90,000 later growing incrementally to its current $126,000. Each of the Eleven Comprehensive Research Libraries must submit a Five-Year plan to the State, with the most recent being for the period 1999-2000 to 2004-2005.

The Cornell program grew rapidly, with the early appointments of Anne R. Kenney as Conservation Reference/Liaison Librarian quickly followed by a book conservator and a paper conservator. Timely grant awards from the Mellon Foundation and New York State provided some of the impetus and allowed the establishment of a well-equipped conservation facility. Radical changes in the University Library's periodical binding styles and organization of new acquisitions helped to streamline existing operations and enable the re-allocation of funds for program development. Current staff is made up of six librarians, four conservators, two professionals, and administrative assistant, and fifteen technicians (link to staff directory). Student assistants are used for some tasks With the exception of the Paper conservation unit located in the Library Annex, all preservation operations are located in the Olin Library. Some preservation operations are also in place in the Mann Library of Agriculture and Life Sciences.

**Strategies**

As with most research libraries, preservation operations strategy at Cornell falls into two very broad categories:

1. The regular speedy processing of new, unbound acquisitions on receipts, the binding of periodicals through a commercial binder, the timely repair of books damaged by reader use, the facsimile photocopy replacement of recently circulated books found to have brittle paper. University funds are used for this category.

2. The preservation of entire collections known to be of national importance but developed to serve strong local academic programs. Collections are reformatted, usually through microfilm but also utilizing various combinations including digital imaging, and conservation treatment projects are carried out. A combination of outside (usually grant) and University funding is used for the
category.

BEST COPY AVAILABLE

**Administration**

The Department of Preservation and Conservation is headed by John Dean, the Director and Conservation Librarian. Anne R. Kenney is the Associate Director and Preservation Librarian. Mary Arsenault is the Administrative Assistant for the Department.

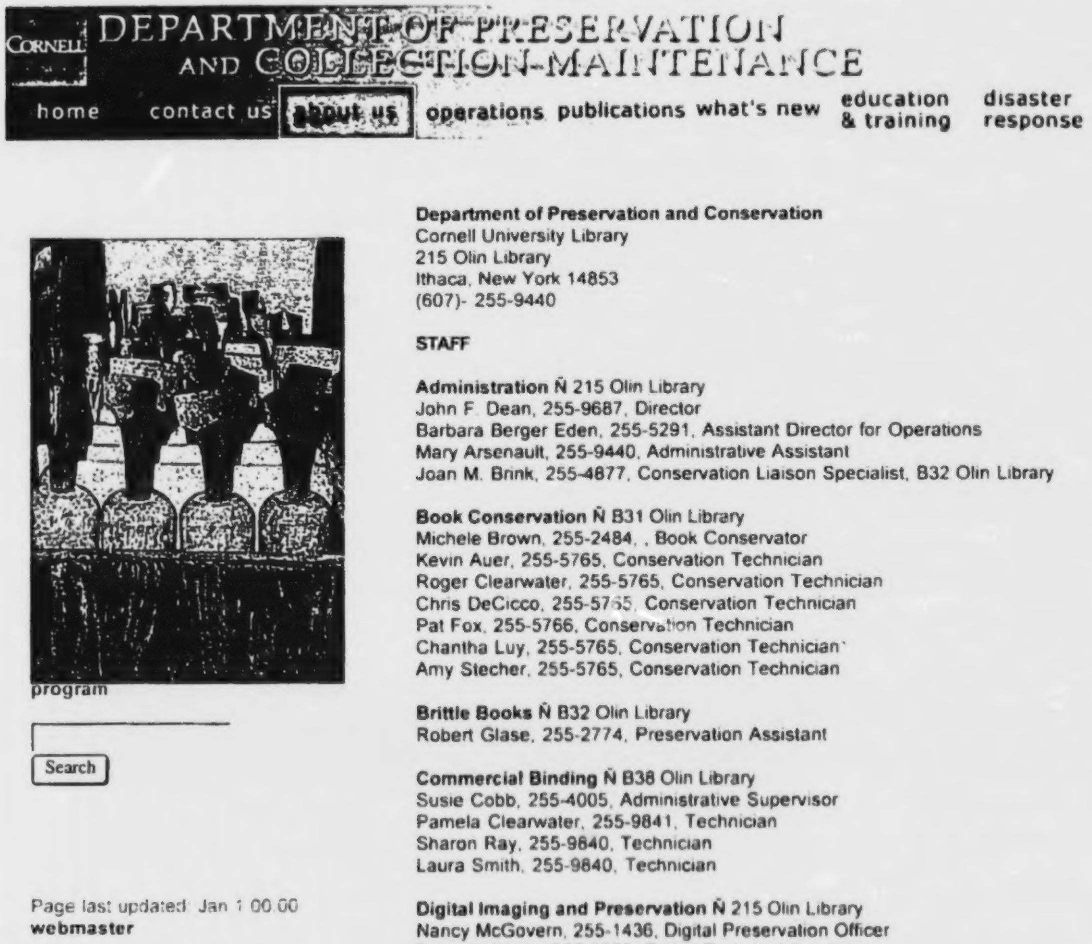
The units that are concerned with conservation treatment, consisting of Collections Conservation, Book Repair, Preparations, Conservation Liaison, Book and Paper Conservation, are the direct managerial responsibility of the Director, John F. Dean.

Those units generally concerned with reformatting, consisting of the Brittle Books Program, Scanning and Digitization, Preservation Microfilm, and the Commercial Binding Office and Preparations, are the direct responsibility of the Associate Director, Anne R. Kenney. Besides the management of all of these units the Administrative unit is the source of all preservation grant writing, materials specification and ordering, and preservation reference.

© 2001-2002 **Cornell University Library**
**Department of Preservation and Conservation**

CORNELL UNIVERSITY

http://www.library.cornell.edu/preservation/staff.html



**Department of Preservation and Conservation**
Cornell University Library
215 Olin Library
Ithaca, New York 14853
(607)- 255-9440

**STAFF**

**Administration** Ñ 215 Olin Library
John F. Dean, 255-9687, Director
Barbara Berger Eden, 255-5291, Assistant Director for Operations
Mary Arsenault, 255-9440, Administrative Assistant
Joan M. Brink, 255-4877, Conservation Liaison Specialist, B32 Olin Library

**Book Conservation** Ñ B31 Olin Library
Michele Brown, 255-2484, , Book Conservator
Kevin Auer, 255-5765, Conservation Technician
Roger Clearwater, 255-5765, Conservation Technician
Chris DeCicco, 255-5765, Conservation Technician
Pat Fox, 255-5766, Conservation Technician
Chantha Luy, 255-5765, Conservation Technician
Amy Stecher, 255-5765, Conservation Technician

**Brittle Books** Ñ B32 Olin Library
Robert Glase, 255-2774, Preservation Assistant

**Commercial Binding** Ñ B38 Olin Library
Susie Cobb, 255-4005, Administrative Supervisor
Pamela Clearwater, 255-9841, Technician
Sharon Ray, 255-9840, Technician
Laura Smith, 255-9840, Technician

Page last updated: Jan 1 00.00
**webmaster**

**Digital Imaging and Preservation** Ñ 215 Olin Library
Nancy McGovern, 255-1436, Digital Preservation Officer
Peter Botticelli, 255-9563, Digital Projects Librarian
Carla DeMello, 255-2331, Design Coordinator
Richard Entlich, 255-9563, Digital Projects Librarian
Kimberly Gazzo, 254-7275, Web Developer

**Paper Conservation** Ñ Library Annex
Tatyana Petukhova, 253-3164, Paper Conservator

**Photographic Conservation** Ñ B31 Olin Library
Michele Hamill, 255-5766, **Photographic Conservator**

**Preparations** Ñ B39 Olin Library
Sherry Hubbard, 255-5938, Technician
Pat Teeter, 255-5938, Technician

**Reformatting** -- B32 Olin Library
Barbara Berger Eden, 255-5291, Preservation Reformatting Librarian
Susann Argetsinger, 255-2774, Preservation Assistant
Robert Glase, 255-2774, Preservation Assistant
Bronwyn Mohlke, 255-2774, Preservation Assistant

© 2001-2002 **Cornell University Library**
**Department of Preservation and Conservation**

BEST COPY AVAILABLE

CORNELL UNIVERSITY

http://www.library.cornell.edu/preservation/conservation.html

CORNELL DEPARTMENT OF PRESERVATION AND COLLECTION MAINTENANCE

home contact us about us operations publications what's new education & training disaster response

book conservation

digital imaging & preservation

paper conservation

conservation policy

reformatting unit

reformatting policy

Search

Page last updated: Jan 1 00 00
**webmaster**

**Conservation Overview**

At Cornell, all units concerned with the physical treatment of library materials are grouped under "conservation" and are overseen by the Director. Follow links to specific units.

The Conservation Unit consists of three conservation treatment units that are responsible for the conservation treatment and restoration of rare and unique library and archive materials. **The Book Conservation** Unit is managed by a book conservator with an assistant book conservator and four conservation technicians. The Photograph Conservation unit is staffed by a photograph and paper conservator, and treats rare photographs and manuscripts. **The Paper Conservation unit is staffed by a paper conservator, and concentrates on the treatment of graphic materials at the Library Annex conservation facility.**

**The Commercial Binding Office** and the Preparations Unit are under one manager, and staff in both units complement each other. The task of this unit is to prepare materials oft commercial binding by collating all periodicals, retrieving the standard data from the binder's data base and generating binding instructions on-line to the binder, and carrying out quality control checks when the completed binding has been returned Materials for binding are sent to the unit from the endowed libraries.

The Commercial Binding Office is headed by Susie Cobb, who is assisted by Laura Smith, Pam Clearwater, and Sharon Ray. The task of this unit is to prepare materials for commercial binding by collating all periodicals, retrieving the standard data from the binder's data base and generating binding instructions on-line to the binder, and carrying out quality control checks when the completed binding has been returned. As with Book Repair, this Office processes materials from all the endowed libraries, with the exception of Law. Susie also supervises the Preparations unit which, staffed by Pat Teeter and Sherry Hubbard, deals with the binding and casing of the high volume of new unbound material entering the Library. The Preparations Unit prebinds by the stiffening process large numbers of paperbacks prior to first-time shelving, and must work productively to keep pace with the books processed by Central Technical Services. As the staff numbers only 1.5 FTE, the unit is often supplemented by other Department staff to keep pace and to produce more than 4,000 items per month.

The Preparations Unit pre binds by the stiffening process and pamphlet-casing large numbers of paperbacks prior to first-time shelving, and must work productively to keep pace with the books processed by Central Technical Services, which catalogues books for the endowed libraries. The unit also produces adhesive-bound books. Every effort is made to process materials on a forty-eight hour basis.

**The Conservation Liaison Specialist** organizes surveys of the collection in order to identify preservation candidates, and with the help of the curators, selects groups of materials for treatment by the conservation treatment staff. Usually, the collected data is used to produce detailed treatment cost figures incorporated into grant proposals. She closely monitors materials "in process" through a central documentation system, and is able to retrieve information on past work carried out by conservation staff. All conservation treatment work for rare and unique materials is drawn from all the libraries of the University.

For more information please see **Selection and Disposition of Vault Materials for Conservation Treatment.**

© 2001-2002 **Cornell University Library**
**Department of Preservation and Conservation**

BEST COPY AVAILABLE

http://www2.lib.ku.edu/preservation/PresPhilos.html

# PRESERVATION PHILOSOPHY
AT THE
# UNIVERSITY OF KANSAS LIBRARIES

By

Brian J. Baird
Preservation Librarian

---

Preservation impacts all aspects of the function and mission of a library. At the University of Kansas Libraries preservation is a coordinated effort between the Preservation Department and library staff where energy and resources are combined to ensure that the KU Libraries' collections are available for use by researchers today and in the future. Preservation efforts impact acquisition decisions, processing practices, storage conditions, and circulation policies.

The units fulfill the Preservation Department mission through their daily operations of providing service to other library units that are responsible for assisting researchers. Thus, members of the Preservation Department team must understand that a very important aspect of their job is providing service—not simply processing materials.

Preservation Department personnel are expected to demonstrate flexibility in how they approach their job assignments to ensure that the needs of our clientele are met and to be able to adapt to a changing work environment.

It is important for staff to use effective time management strategies for processing materials sent for treatment. Proactive use of time increases flexibility in the department—enabling us to better serve the Libraries.

As time and resources permit, departmental units offer support to other staff or units in order to assist them in meeting their goals and production needs.

Staff and units are given the autonomy needed to succeed at their assigned duties and to implement needed change to better serve clientele. Unit heads are encouraged to respond positively, within position boundaries, to requests from clientele, but also to suggest ways to better serve the clientele. Each unit is expected to know the resources available for their use in better serving our clientele. These resources include staff time, budgets, staff expertise, etc.

All Preservation Department members share heavily in the responsibility of ensuring effective communications take place between the Preservation Department and our clientele and between staff within the Preservation Department. This includes sharing observations and concerns in an open and non-confrontational manner. The Preservation Department initiates positive relations with our clientele and will not retaliate against inappropriate behavior displayed by others in the Libraries or the department.

Following is a bibliography of publications that provide further information about the practices and philosophies of the University of Kansas Libraries' Preservation Department.

---

Baird, Brian J. *Preservation Strategies for Small Academic and Public Libraries*. Lanham, MD: Scarecrow Press, Inc., 2003.

Baird, Brian J. "Consortial Preservation Management: A New Model for Library Preservation Administration." *College & Research News* 63:8 (September 2002): 572-574.

Baird, Brian J. "Preservation Strategies for Small and Public Libraries." *Archival Products News* 7 No. 2 (Summer 1999): 1-4. This article also appeared as "Strategies for Preserving Small Library Collections." *Reformation*, No. 129 (December 1999) 6, the newsletter of the Central New York Library Resources Council. Also on the World Wide Web at http://www.philobiblon.com/preservation/presstratpubl.htm

Baird, Brian J. and Bradley L. Schaffner. "Extinguishing Slow Fires: Cooperative Preservation Efforts." *Racing Towards Tomorrow*, Proceedings of the Ninth National Conference of the Association of College and Research Libraries April 8-11, 1999. Edited by Hugh A. Thompson. Chicago: Association of College and Research Libraries A division of the American Libraries Association, 1999: 228-233. Also on the World Wide Web at: http://www.ala.org/acrl/pdfpapers99.html#Skills

Schaffner, Bradley L. and Brian J. Baird. "Into the Dustbin of History? The Evaluation and Preservation of Slavic Materials." *College & Research Libraries* 60:2 (March 1999): 144-151. A shorter version of this article appeared as "The Evaluation and Preservation of Slavic Materials," a chapter in *Perspectives in Higher Education Reform, Vol. 8*. Edited by Russell J. Meyer. Published for The Alliance of Universities for Democracy by the University of Tennessee, 1999: 162-166

## UNIVERSITY OF KANSAS

http://www2.lib.ku.edu/preservation/PresPhilos.html

Baird, Brian J., Jana Krentz, and Brad Schaffner. "Findings from the Condition Surveys Conducted by the University of Kansas Libraries," *College & Research Libraries* 58 No. 2 (March 1997): 115-126.

Baird, Brian J. "Brittle: Replacing Embrittled Titles Cooperatively," *College & Research Libraries News* 58 No. 2 (February 1997): 83-84, 95.

Baird, Brian J. "Paperbacks vs. Hardbacks: Answers from the University of Kansas Libraries' Condition Survey," *Abbey Newsletter* 20 No. 6 (December 15, 1996): 93-95. Also on the World Wide Web at: http://palimpsest.stanford.edu/byorg/abbey/an/an20/an20-7/an20-708.html

Baird, Brian J. "Those Amazing Library Bindings," *New Library Scene* 15 (October 1996): 9-10.

Baird, Brian J. "Commercial Binding as a Preservation Treatment," *New Library Scene* 14 (October 1995): 5-6, 8, 22.

Baird, Brian J. "Motivating Student Employees: Examples from Collections Conservation," *Library Resources & Technical Services* 39 (1995): 410-416.

Baird, Brian J. "Case Binding with Flexible Bonnet: A Specification for General Library Collections," *New Library Scene* 13 (October 1994): 8-10.

Baird, Brian J., and Mick LeTourneaux. "Treatment 305: A Collections Conservation Approach to Rebinding Laced-on-Board Binding Structures," *Book and Paper Group Annual* 13 (1994): 1-4. Also on the World Wide Web at: http://aic.stanford.edu/conspec/bpg/annual/v13/bp13-01.html

Baird, Brian J. "A Look at Microenvironments for Books," *New Library Scene* 13 (April 1994): 8-12.

Baird, Brian J. "Goals and Objectives of Collections Conservation," *Restaurator* 13 (1992): 149-161.

---

Preservation home page | KU Libraries | KU online catalog | KU Libraries hours
Contacting the Libraries | Electronic resources | Seach KU Libraries site | KU home page

url: http://www2.lib.ku.edu/preservation/index.htm
comments: bbaird@ku.edu
revised: Thursday, October 31, 2002

UNIVERSITY OF KENTUCKY

http://www.uky.edu/Libraries/preservpacchart.html

**PRESERVATION DEPARTMENT**

University of Kentucky Libraries

Preservation Home

Emergency Disaster Plans

Staff

Binding

Conservation

Reprographics

Preservation Advisory Council

Organizational Chart

Projects

## PRESERVATION ADVISORY COUNCIL

### Charter

1. What is the team's purpose or mission?

- Recommend system-wide policies and procedures on preservation issues such as:
    1. Disaster planning, training, and recovery
    2. Standards and best practice for digitization
    3. Commercial binding
    4. Conservation Lab priorities and clientele
    5. Funding
    6. Exhibits
- Charge task forces to accomplish specific preservation projects such as:
    1. Disaster Plan writing and updating
    2. Preservation Awareness events
    3. Staff training and orientation events
    4. Bindery Contract
    5. Selector Review procedures
    6. Digital project design
    7. Develop a "Preservation Friends" group
- Review and update the Libraries' Preservation Plan (ARL, 1991)
    1. Chart accomplishments
    2. Set new goals and strategies
- Review grant opportunities

2. How does that purpose/mission fit in the mission of the larger unit? Why was this purpose/mission chosen?

- PAC will establish policy, procedures, guidelines and opportunities to ensure that the Libraries' rich and unique collections are accessible for scholars today and in the future.

3. What are the result/expectations for this team:

- Task Forces created, charged and completed
- Policies established
- Preservation Plan (ARL, 1991) reviewed and updated

4. Who are the members of this team? Who will feel some ownership of the issue?

> The Council shall consist of no more than 12 people who represent all service center teams, as well as Collection Development, Preservation, Library Management, Public Services, and Special Collections. The Council shall consist of members who are capable of articulating policy for their represented area and who are empowered to make management decisions.

Membership could include:

- 2 members from the Preservation Department
- 2 representatives from Collection Development Policy Team
- 2 – 3 members of SCT
- 1- 2 representatives from Special Collections
- Representatives of special formats: Etext, Documents, Maps, Photographs, Oral History, etc.
- Representatives from public services (ILL, Document Delivery, Circulation, Reference, A/V Services)

Task Forces could include PAC members as well as other faculty and staff as needed.

5. How will the Team be measured?

PAC will recommend policies, procedures and guidelines to SCT and/or the Library Faculty.

Task forces will complete projects, such as writing of a disaster plan or updating the bindery contract.

Self-evaluation.

6. What is the time frame for results?

- PAC is chartered by August 1, 2001.
- PAC meets and outlines plans by Oct. 1, 2001.
- Beyond that, we cannot predict.

7. Where can the team go to get information it needs:

- All Service Centers
- SCT
- CDPT
- Consultations with Preservation colleagues at peer institutions.

8. Are there significant policies, traditions, procedures, etc. that affect the team's work?

- Preservation purports to be system-wide, although our management structure has decentralized resources and funding for many activities.
- There are not equitable preservation capabilities at all sites. Therefore, how do we manage in the centralized vs decentralized environment?

9. What resources will be available to the team?

- Budget: Requested as needed.
- Materials: ARL Preservation Plans, Preservation statistics, Preservation Plans from peer institutions, others?
- Equipment: Requested as needed.

10. What time commitment will participation require from each team member?

- One 90-minute meeting every month for the full team.
- Task Forces meet as necessary.
- Some time spent doing research on the Internet, with colleagues or through publications.

11. What training will the Team members and leader attend?

- Initial meetings will involve an historical overview of Preservation Programming at UK.
- Training provided by outside organizations could be enriching for all team members and would be strongly encouraged.

12. How will the team be monitored?

- PAC will evaluate its effectiveness at the end of the first year.

13. What process will the Team use to communicate with the Leadership Team (SCT and other Service Center Management Teams)?

- The PAC membership should include members of other management teams to encourage a regular flow of information to the leadership councils.

- Minutes of the PAC meetings will be dispersed via email.

14. What type of team is this?

- An advisory council that it is empowered to recommend system-wide policies.
- An enabling Council to task out preservation projects.

15. What are the limits on the team's authority to make decisions?

We anticipate a varied level of authority.

- Decisions the team can make by itself:
  1. Task Force
  2. Projects
  3. What to recommend to a higher authority
  4. Establish the mission of the Libraries Preservation Dept vis a vis services offered by Conservation Lab and the Reprographics Dept.
  5. Disposition of source documents after reformatting.
- Decisions the team can make with input from leadership:
  1. Funding
- Decisions the team can request:
  1. Approval of new positions
  2. System-wide policy approval

16. What issues are out of the scope?

The Team should focus on collection-level or service center-level issues. This is not a forum for discussion about single item treatment of artifacts.

17. Who approves decisions that are outside the team's limits?

SCT and beyond.

---

This page was last updated 11 February 2002. To contact Preservation, send mail to rjryde01@uky.edu or use this form.

---

UK

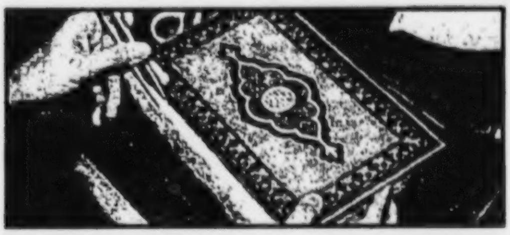
UNIVERSITY
OF KENTUCKY
LIBRARIES

http://lcweb.loc.gov/preserv/carelc.html

PRESERVATION *The Library of Congress*

Caring for Your Collection - Supply Catalog - Publications - FAQ - Links - Specifications

# Caring for the Library of Congress Collections



- Caring for America's Library: A Brief History of Preservation and Conservation at the Library of Congress
- Binding & Collections Care
- Conservation
- Preservation Reformatting
- Preservation Research & Testing
- IFLA Core Programme for Preservation and Conservation (PAC)
- U.S. Newspaper Program
- Mass Deacidification Program
- Emergency Preparedness
- Fellowships, Internships, & Workshops
- Mission Statement
- Bach to Baseball Cards: Preserving the Nation's Heritage at the Library of Congress

---

Caring for Your Collection - Supply Catalog - Publications - FAQ - Links - Specifications
Preservation Directorate Home Page - Library of Congress Home Page

---

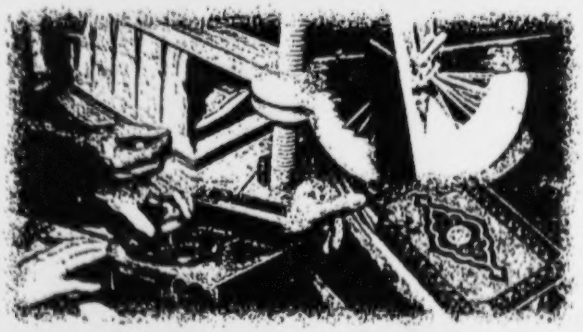
**Library of Congress**
*Ask a Librarian ( October 28, 2002 )*

LIBRARY OF CONGRESS

http://lcweb.loc.gov/preserv/history/careamer.html

- Institutional Growing Pains
- Paper and Environmental Challenges
- GPO Branch Office at the Library, 1900-40
- Keeper of the Collections, 1940-63
- Office of Collections Maintenance and Preservation, 1963-67
- Centralization and Modernization of Preservation Activities
- Preservation Office, 1967-1989
- Administrators of Preservation Offices and Divisions
- Preservation Directorate, 1989-Present
- State-of-the-Art Storage and Special Media
- Conservation Activities and Facilities
- Conclusion

# Caring for America's Library



## A Brief History of Preservation and Conservation at the Library of Congress

Kenneth E. Harris and Susan E. Schur[1]

---

One of the early Librarians of Congress, in transforming the Library from a good facility serving the needs of U.S. legislators into one that would become the largest and most complex universal library in the world, realized that the acquisition path did not have to be hampered by limited funds. Several new approaches were utilized whereby large quantities of free materials were and still are being channeled into the Library. With collections growth thus proceeding in astonishing steps, questions arose regarding proper maintenance of the holdings. Not only did space become a problem, but also collections care.

Although the Library has a tradition of concern regarding minimizing the deterioration of printed matter and improving handling and care procedures, the preservation[2] activities have been organizationally centralized for only slightly over three decades. In 1967, the Library consolidated its preservation activities into an organizational unit that would be responsible for protecting the collections and extending their useful life. A concerted program is now carried out by components of the Preservation Directorate – the Office of the Director for Preservation (which includes the Mass Deacidification and U.S. Newspaper programs) plus five divisions: the Binding and Collections Care Division, the Conservation Division, the Preservation Research and Testing Division, the Preservation Reformatting Division, and the Photoduplication Service.

---

**Notes:**

[1] Kenneth E. Harris is the Preservation Projects Director at the Library of Congress. Susan E. Schur is publisher and editor of *Technology and Conservation of Art, Architecture, and Antiquities*. Much of the information in this piece is adapted from an article on this same subject that Ms. Schur authored in the February 1982 issue of *Technology and Conservation*, Vol. 7, No. 2.

[2] In the United States, "preservation" is a term that describes all of the activities that minimize chemical and physical deterioration and damage and that prevent loss of informational content. The primary goal of preservation is to prolong the existence of library and archival material for use, either in their original physical form or in other ways. It has broader implications than "conservation" (which it includes), encompassing binding, reformatting, rehousing, physical support, cleaning, environmental stabilization and related technical and facility issues that work together to provide for longevity of an institution's collections. "Conservation" describes examination, documentation, and treatment of important artifacts such as manuscripts, rare books, works of art, or museum objects. It includes stabilization, strengthening, restoration, or housing of materials in specialized ways aimed at sustaining survival of the objects as long as possible in their original form. In some other cultures and languages, the connotations of the terms "preservation" and "conservation" are reversed, with derivatives of the word "preservation" being used to describe activities that we characterize in this country as professional "conservation," and vice versa.

LIBRARY OF CONGRESS

http://lcweb.loc.gov/preserv/mission.html

**PRESERVATION** *The Library of Congress*

# Mission of the Preservation Directorate

---

The mission of the Preservation Directorate at the Library of Congress is to assure long-term, uninterrupted access to the intellectual content of the Library's collections, either in original or reformatted form. This mission is accomplished directly through the provision of conservation, binding and repair, reformatting, materials testing, and staff and user education; and indirectly through coordinating and overseeing all Library-wide activities relating to the preservation and physical protection of Library material.

At the Library of Congress, preservation program management poses many challenges. The collections of the Library are vast and various, numbering in excess of 121 million, much of it the iconography of more than two hundred years of our nations' struggles and triumphs. In no other library can one find the contents of President Abraham Lincoln's pockets the night he was assassinated; President Thomas Jefferson's drawing of a macaroni machine; the corporate records of the National Association for the Advancement of Colored People (NAACP); photographs of migrant workers during the Depression; television episodes of "I Love Lucy"; Pierre L'Enfant's plan for Washington, D.C.; the Washington Haggadah and the Gutenberg Bible. Our collections too come in a variety of formats including leather, vellum, palm leaves, papyrus, paper, nitrate film, CD-ROM, vinyl discs, and magnetic tape.

The Preservation Directorate has a strong outreach program and provides information about preservation to the Congress, government agencies, other libraries, both national and international, and to the general public. It also provides programs for Library staff and patrons that raise preservation awareness and increase the level of knowledge about the Library's preservation policies and practices. For example, a day-long Preservation Awareness Workshop is held in the Library every year. The Directorate also advises on effective environmental monitoring of collection storage areas and is fully involved in the planning for off-site storage facilities to open in 2001 and 2004. Like all libraries, the Library of Congress lacks the resources to preserve everything. Like surgeons on a battlefield, preservation and custodial staff must make treatment choices on a triage basis. Some items are already so deteriorated that they are not worth heroic efforts to preserve. Others perish if not treated immediately. And still others can be passed over for awhile because we know that they will survive with a modicum of effort. The task of the preservation professional is to sort them out.

---

*Go to:*

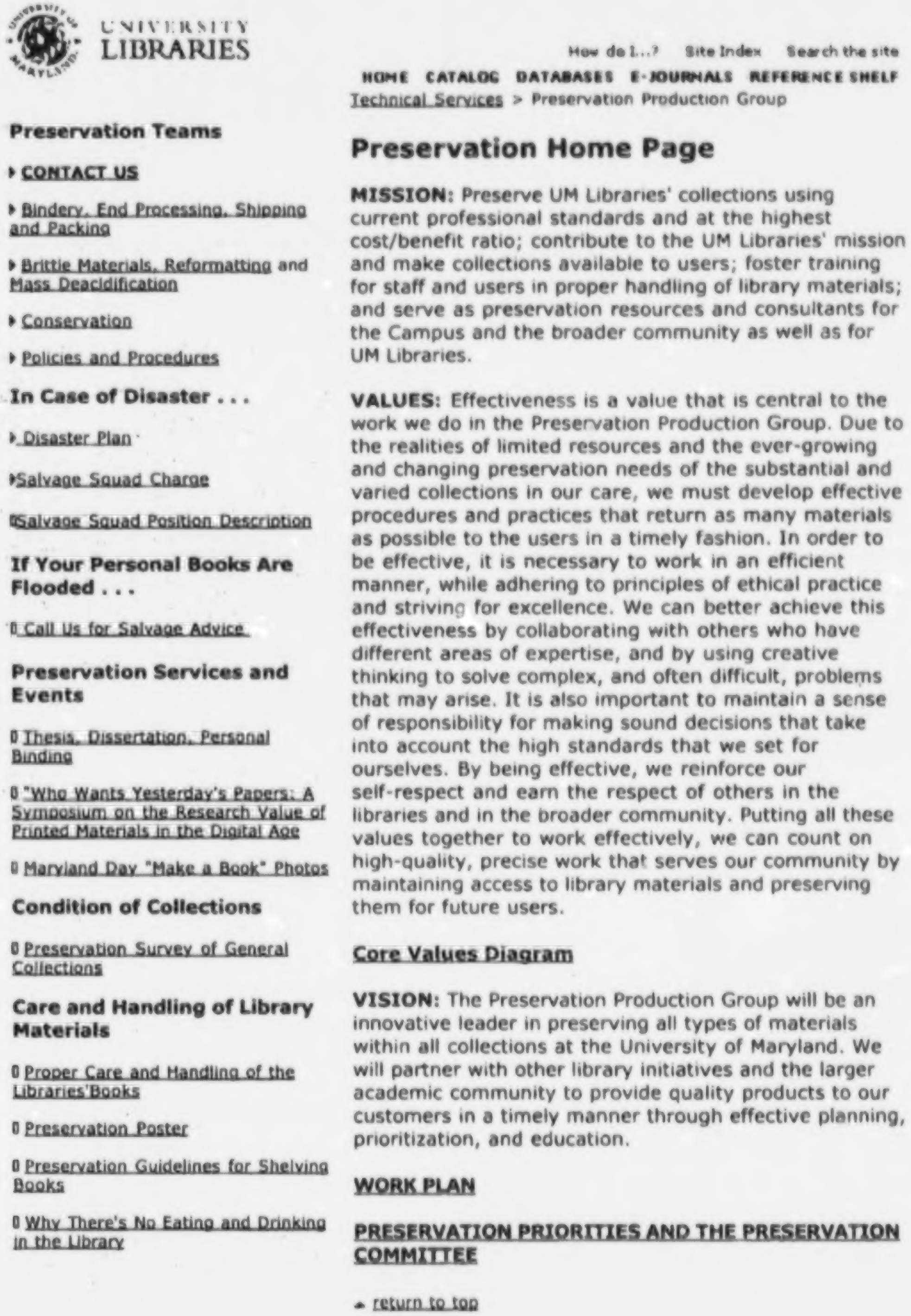
- Caring for the Library of Congress Collections
- Preservation Home Page
- Library of Congress Home Page

---

**Library of Congress**
*Ask a Librarian ( July 19, 2002 )*

UNIVERSITY OF MARYLAND

http://www.lib.umd.edu/TSD/PRES/1Preshp.html



UNIVERSITY LIBRARIES

How do I...? Site Index Search the site

HOME CATALOG DATABASES E-JOURNALS REFERENCE SHELF

Technical Services > Preservation Production Group

**Preservation Teams**

- CONTACT US
- Bindery, End Processing, Shipping and Packing
- Brittle Materials, Reformatting and Mass Deacidification
- Conservation
- Policies and Procedures

**In Case of Disaster . . .**

- Disaster Plan
- Salvage Squad Charge
- Salvage Squad Position Description

**If Your Personal Books Are Flooded . . .**

- Call Us for Salvage Advice

**Preservation Services and Events**

- Thesis, Dissertation, Personal Binding
- "Who Wants Yesterday's Papers: A Symposium on the Research Value of Printed Materials in the Digital Age
- Maryland Day "Make a Book" Photos

**Condition of Collections**

- Preservation Survey of General Collections

**Care and Handling of Library Materials**

- Proper Care and Handling of the Libraries'Books
- Preservation Poster
- Preservation Guidelines for Shelving Books
- Why There's No Eating and Drinking in the Library

## Preservation Home Page

**MISSION:** Preserve UM Libraries' collections using current professional standards and at the highest cost/benefit ratio; contribute to the UM Libraries' mission and make collections available to users; foster training for staff and users in proper handling of library materials; and serve as preservation resources and consultants for the Campus and the broader community as well as for UM Libraries.

**VALUES:** Effectiveness is a value that is central to the work we do in the Preservation Production Group. Due to the realities of limited resources and the ever-growing and changing preservation needs of the substantial and varied collections in our care, we must develop effective procedures and practices that return as many materials as possible to the users in a timely fashion. In order to be effective, it is necessary to work in an efficient manner, while adhering to principles of ethical practice and striving for excellence. We can better achieve this effectiveness by collaborating with others who have different areas of expertise, and by using creative thinking to solve complex, and often difficult, problems that may arise. It is also important to maintain a sense of responsibility for making sound decisions that take into account the high standards that we set for ourselves. By being effective, we reinforce our self-respect and earn the respect of others in the libraries and in the broader community. Putting all these values together to work effectively, we can count on high-quality, precise work that serves our community by maintaining access to library materials and preserving them for future users.

Core Values Diagram

**VISION:** The Preservation Production Group will be an innovative leader in preserving all types of materials within all collections at the University of Maryland. We will partner with other library initiatives and the larger academic community to provide quality products to our customers in a timely manner through effective planning, prioritization, and education.

WORK PLAN

PRESERVATION PRIORITIES AND THE PRESERVATION COMMITTEE

return to top

UNIVERSITY OF MARYLAND LIBRARIES

||| Technical Services Division ||Preservation Department |Preservation Committee

# Preservation Committee

---

## Description

The committee serves as an advisory group to the Preservation Department and as an educational and information-sharing forum. The committee is envisioned also as a task force that will work collectively on preservation needs assessment, preservation planning, and preservation funding allocation. In this roll, the Preservation Committee will identify collections preservation priorities. The committee also will assist in establishing uniform policies and procedures for cross-divisional preservation activities. Finally, the Preservation Committee will serve as an advisory body not only to the Preservation Department, but to the Library Executive Council (LEC), reporting on preservation issues and recommending preservation policies for LEC's approval.

The meeting agendas will be driven by the concerns of the members and by key issues identified by Preservation Department faculty, the Directors, or the Library Executive Committee. Meetings may begin with a brief educational or information sharing presentation (e.g., video, handout, verbal update on a preservation topic). Any tasks to be accomplished will be delegated to the members of the group or assigned to a smaller group within the committee.

---

UM Libraries Home | Technical Services Division | Preservation Department | Search UM Libraries

Libraries, University of Maryland, College Park, MD 20742-7011 (301)405-0800
Please send comments and suggestions to the Libraries' Webmaster
Content questions should be directed to Yvonne Carignan
Last edited: Nov 7 02:10:54 2001

© 2000 University of Maryland Libraries
Last Revised: October 10, 2000

UNIVERSITY OF MARYLAND

http://www.lib.umd.edu/TSD/PRES/2Pcom.html

UNIVERSITY OF MARYLAND LIBRARIES

||| Technical Services Division ||Preservation Department |

# Preservation Committee

---

**COMMITTEE CHARGE**

The Preservation Committee is charged to facilitate the attainment of preservation goals and to oversee the accomplishment of other preservation activities through a cooperative, consensual process.

**ABOUT THE COMMITTEE:**

- Preservation Committee Description
- Current Members
- Terms of Membership

**MEETING MINUTES**

- Minutes from Meetings in 2002
- Minutes from Meetings in 2001
- Minutes from Meetings in 2000
- Minutes from Meetings in 1999
- Minutes from Meetings in 1998
- Minutes from Meetings in 1997

**Priority Setting**

- Quantifying Preservation Priorities
- Preservation Priorities Questionnaire

**FY 2002 Priorities**

- Audiovisual Preservation Priorities
- Contract Conservation Priorities
- In-House Treatment/Actions
- Mass Deacidification Priorities
- Microfilming Priorities
- Outside Funding Priorities

**FY 2001 Priorities**

- Contract Conservation Priorities
- In-House Treatment/Actions
- Mass Deacidification Priorities
- Microfilming Priorities
- Nonprint Preservation Priorities
- Outside Funding Priorities

---

UM Libraries Home | Technical Services Division | Preservation Department | Search UM Libraries

Libraries, University of Maryland, College Park, MD 20742-7011 (301)405-0800
Please send comments and suggestions to the Libraries' Webmaster.
Content questions should be directed to Yvonne Carignan
Last edited Mar 28 15:57:46 2002

© 1999 University of Maryland Libraries
Last Revised: 11/7/01

UNIVERSITY OF MARYLAND LIBRARIES

||| Technical Services Division || Preservation Department | Preservation Committee

# Preservation Committee

---

## Membership

### COMPOSITION

Eleven Members

- One representative from each of the three Teams including a Branch representative.
  - Arts & Humanities Team: *Yelena Luckert*
  - Social Sciences Team: *Zaida Diaz*
  - Sciences and Technology Team: *Gloria Chawla (branch representative)*
- The Access Services Head or her designee from Access Services: *Mary Scott, Performing Arts Library*
- One from Special Collections: *Beth Alvarez*
- One from Government Documents: *Robin Whitt*
- Electronic Text and Imaging Center: *Courtney Danforth*
- The Collection Management Coordinator: *Karla Hahn*
- The Preservation Production Group Leader *(Yvonne Carignan)*, The Head of the Brittle Materials, Reformatting, and Mass Deacidification Team *(Sue Koutsky)*, and the Collections Conservator *(Christine McCarthy)*

### TERMS

The Preservation Committee members will serve the following terms:

Permanent membership: Preservation Production Group members, Collection Management Coordinator, Access Services Head unless a designee from Access Services is appointed to substitute for the Head.

Two year terms: Team representatives; Special Collections representative; designee from Access Services.

Terms will be renewable once so that members may serve up to four years.

Terms will run according to the calendar year.

---

UM Libraries Home | Technical Services Division | Preservation Department | Search UM Libraries

Libraries, University of Maryland, College Park, MD 20742-7011 (301)405-0800
Please send comments and suggestions to the Libraries' Webmaster.
Content questions should be directed to Yvonne Carignan
Last edited Sep 20 18:32:49 2002

© 2000 University of Maryland Libraries
Last Revised: October 10, 2000

PENNSYLVANIA STATE UNIVERSITY

http://www.libraries.psu.edu/iasweb/preservation/Services.html

PENNSTATE

UNIVERSITY
LIBRARIES

# Preservation

- **About Us**
- **Contact Us**
- **Services**
  - **Bindery Preparation**
  - **Collections Care**
  - **Digital Preservation & Imaging**
  - **Microfilming**
- **Grants & Projects**
- **Internet Resources**

## *Services Units:*

### *Bindery Preparation*

Carol Hugar, manager
Technical Services, 126 Paterno Library
(814) 863-2135

This unit is responsible for preparing new library materials (monographs, serials and periodical issues) for commercial binding and inspecting bound volumes returned from the commercial binders. Starting in 2000, the Bindery Prep staff assumed new responsibilities in pulling periodical issues for binding from each of the Pattee Library and Paterno Library service locations.

Internet resources:

- Library Selectors Homepage on binding

Top

### *Collections Car e*

Diane Kurtz, manager
W402 Pattee Library
(814) 865-2125

This unit is responsible for the care and repair of older library materials housed in departmental libraries at the University Park campus location. Services provided include in-house repair, single-item deacidification, encapsulation, shrink-wrapping, pamphlet binding and rehousing, coordination of the replacement page process, consultation on collection conservation issues, assist with contracting vended services and monitor outsourced projects, offer training to other library units, and disaster recovery, response, and rehabilitation of damaged materials. The in-house repair treatments performed include reinforcing hinges and gluing book flaps, repairing paper tears, cutting pages, inserting erratas, mounting paper pockets, constructing binders and boxes, and applying mylar covers.

Internet Resources:

- Library Selectors Homepage
- Library policies regarding theft and mutilation of books
- Collections Care Internet Resources
- Equipment used in Collections Care

Specific Services:

***Mass Deacidification Program:*** In January 1999 the University Libraries launched its mass deacidification service. Based on years of testing and experimenting with various deacidification processes, Preservation Technologies, L.P's Bookkeeper process was chosen as our preferred method for treating acidic materials.

Mass deacidification is a process whereby library materials are treated to neutralized harmful acids in the paper and safeguard the paper from further acidic deterioration. The treatment extends the life remaining in the paper, but does not reverse any deterioration that may have taken place already. Depending on the type of paper, the useful life of the book can be extended three to five times longer than if left untreated.

For complete details on our program and operational procedures, see "Combating whole-book deterioration: the rebinding & mass deacidification program at the Penn State University Libraries", *Library Resources & Technical Services*, volume 43, number 3 (July 1999), pages 170-177. Information about the Bookkeeper system is available from the Preservation Technologies' web site, http://www.ptlp.com.

***Replacement Pages:*** The Replacement Page process is a centralized procedure managed and coordinated by the Collections Care unit. In cases where pages have been damaged or removed, subject library and circulation staff either initiate an Interlibrary Loan request to replace the missing or damaged pages, or they can send the damaged volume to Collections Care to initiate the replacement process. ILL submits a request to a PSU campus or another lending institution to borrow a copy of the same book or photocopies of the relevant pages. Once the borrowed item or pages are received, Collections Care has the digital preservation and imaging staff scan the needed pages and print facsimile pages. Collections Care staff either tip-in the new facsimile pages into the original volume in-house or send the entire volume with newly replaced pages to the commercial binder for rebinding.

***Disaster Response and Recovery Planning:*** On June 25, 1993, a broken water main behind the Library sent thousands of gallons of water into the 1st and 2nd levels of the Stacks, damaging over 30,000 volumes. Since our successful response and recovery, the Preservation department continues to be on alert should another collection emergency (no matter how small) occur. See our list of emergency supplies to have on hand and other information guides to help you should you need to respond to a water emergency.

- Collection Emergency Checklist
- Salvage Reminders, or What do you do with the aftermath?
- Journal of events of the Pattee Library Water Emergency, June 25, 1993
- Pennsylvania Preservation Consortium pages on disaster response and recovery (http://www.papres.org/pres1.html)
- CCAHA's disaster pages (http://www.ccaha.org/)
- Univ. of Pittsburgh's disaster manual (http://webcat.library.pitt.edu/about/departments/preservation/preservation.html)

Top

### *Digital Preservation and Imaging*

Larry Wentzel, manager
W401 Pattee Library
(814) 863-8331.

This unit oversees and coordinates digital imaging for preservation purposes for the University Libraries including image conversion of paper-based and photographic materials, file maintenance, and storage. Much of the unit's work consists of creating paper reproductions of brittle books, out-of-print titles, and whole periodical issues. This unit also provides consultation to library selectors and staff on technical matters regarding digitization projects including preparation, scanning, web site design, and file and server maintenance. Staff also train library personnel in image capture following best practices for digital projects and serve as liaison to the personnel in Library Computing Services and I-Tech to determine and secure network needs for digital projects.

Internal Resources:

- Selector's manual on Out-of-Print/Scan process
- Listing of digital projects & associated URLs
- Best practices and other digitization resources: Useful websites and other resources that we (Pres staff) know about and frequently monitor regarding digital project guidelines and standards. This is by no means a comprehensive list - it's only a fraction of what's out there!
- Equipment used in Digital Preservation and Imaging
- Instructions for librarians to download archived diskettes

## Pennsylvania State University

http://www.libraries.psu.edu/iasweb/preservation/Services.html

Specific Services:

***Replacement Pages:*** Digital Preservation and Imaging works in conjunction with Collections Care to have missing or damaged pages restored. For further information, see the Replacement Page process detailed under the Collections Care unit above.

***Out-of-Print (OP) and Brittle Book Reproduction Service:*** The digital procedures to scan brittle books and out-of-print books were established in 1995. Both services provide for the creation of a facsimile copy to replace brittle deteriorated volumes, or in the case of out-of-print titles, as a means to acquire titles that are difficult to locate for the library's circulating collection.

***Electronic File Archiving:*** Digital Preservation and Imaging is also working to preserve electronic data, as many materials are accompanied by supplementary electronic data or are available only in electronic form. At present, the unit is backing up 3•" diskettes included in books and other collections (here are instructions for making new diskettes). The service will be expanded in the future to establish policies for the backup, refreshing, and migration of all the University Libraries electronic collections.

Top

### *Microfilming*

Diane Kurtz, manager
W401 Pattee Library
(814) 865-2125.

The function of this unit is to provide support for internal and externally funded conversion projects. The primary work of this unit is to perform all pre- and post-filming activities including retrieval, searching, physical preparation and collation, reel programming, target preparation, and quality control inspection. See the section on Grant-Supported Efforts for specific information about our past and present microfilming projects.

Top

© 2001 The Pennsylvania State University
U.Ed LIB 01-52

created by Larry Wentzel
updated February 25, 2002

# Preservation Policy and Procedure

UNIVERSITY AT BUFFALO, SUNY

http://ublib.buffalo.edu/libraries/units/cts/preservation/pres_practices.html

# University at Buffalo Libraries
# Statement on Preservation Practices
## July 2001

---

The Preservation Program at the University of Buffalo Libraries depends upon the expertise and skills of a broad range of staff. Subject specialists and collection curators make decisions about reformatting or replacing material. Preservation staff utilize their expertise, skills, and awareness of national and international standards in order to reformat or repair material. The University Libraries participate with the other ten comprehensive research libraries in New York State in a coordinated effort to preserve the largest academic research collections in the state.

### Microforms Produced by the University Libraries

The University Libraries have a modest program to reformat paper items to microform. The types of material which have been reformatted include multi-part works published in the late 19th or early 20th centuries, an oversized Erie County, NY newspaper, a collection of political pamphlets, University and student publications, and archival Music material.

The University Libraries' microform reformatting program has several objectives. One is to provide access to extremely brittle multi-part works in a more durable and usable format; using microform as a replacement for the original is considered an appropriate means of providing this access. After the microform is produced, the original print item is discarded. As of January 2001 a total of 725 print volumes had been reformatted to microform. A current list of titles or collections which have been reformatted to microform can be found by searching as a title "Preservation microform University at Buffalo" in the Libraries' catalog.

Another objective is to use microform as an additional format for selected archival holdings. Although the original material is still available, use of the microform is encouraged in order to protect the original. As of January 2001 in excess of 300 archival titles had been converted to microform. This material consists of programs, reviews, and associated documentation of concerts, recitals, lectures and other performances sponsored by the University's Music Department between 1957 and1988 and 20th century university and student publications held in the collections of University Archives. Included among the titles held by University Archives are the official University and student newspapers. Microforms are created for these papers; the originals are also bound and retained permanently.

A third objective is to create a microform master which can be scanned in order to produce a digital version of all or significant portions of the title. In 2001 the University Libraries will undertake its first project of this sort. The original print item will be maintained.

The Research Libraries Group standards are following by staff preparing material for microfilming. All material is collated prior to filming, and, for published material, pages missing in part or in their entirety are replaced.

Currently, Preservation Resources in Bethlehem, PA. does the microfilming. These standards are followed.

- ANSI/AIIM MSI4-1988 (R1996) Specifications for 16 and 35 mm Roll Microfilm (Adopted as a Federal Information Processing Standard)
- ANSI/AIIM M523-1998 (revised) Practice for Operational Procedures/Inspection and Quality Control of First-Generation Silver-Gelatin Microfilm of Documents
- ANSI/AIIM M543-1998 (revised) Recommended Practice for Operational Procedures/Inspection and Quality Control of Duplicate Microforms of Documents and from COM
- ANSI Z39.32-1981 American National Standard for Information on Microfiche Headings. American National Standards Institute, Inc., New York, 1981.
- American National Standard for Micrographics -- Microfiche. Association for Information and Image Management, Silver Spring, Md., 1985.
- ANSI PH4.8-1985 American National Standard for Photography (Chemicals)- Residual Thiosulfate and Other Chemicals in Films, Plates, and Papers--determination and Measurement. American National Standards Institute, New York, 1985.
- ANSI IT.1-1988 American National Standard for Imaging Media (Film)- Silver-Gelatin Type-- Specifications for Stability. American National Standards Institute, New York, 1988.

Standard polyester-based film is used. Three generations of film are produced--a service copy, a negative which can be used to produce additional microform copies, and the master negative.

The University Libraries do not disbind material prior to filming. The contractor disbinds only if instructed to do so.

Upon receipt of the microform an inspection is done to ensure that no pages are missing and that all images are highly legible.

A new bibliographic record describing the three generations of microform is created for the Libraries' catalog and for OCLC WorldCat.

## Commercial Microforms

Each year the University Libraries purchase microform from commercial sources as replacements for current print newspapers and general interest periodicals. Staffing restraints do not allow for any inspection of commercial microforms for quality or completeness. The original print material is discarded upon receipt of the microform.

## Preservation Photocopies

The objectives of the University Libraries' preservation photocopy program is to replace brittle, single item circulating material with a photocopy made on acid-free paper or to provide a service copy for fragile manuscript material.

Currently, the University Libraries are using a Xerox DocuTech Publisher 135 to produce approximately 225,000 images each year. The average number of titles photocopied is 670 books and 10,800 unbound documents and manuscripts. Emphasis is placed on brittle material of a research level from the circulating collections of the University Libraries and on fragile music scores and manuscript materials.

Prior to photocopying the original is collated for missing pages or parts of pages. The missing material is replaced. Color illustrations or maps are reproduced in color by an outside agency. After the photocopy has been bound, the original item is discarded.

The University Libraries adhere to the "Guidelines for Preservation Photocopying," Subcommittee on Preservation Photocopying Guidelines, Reproduction of Library Materials Section Copying Committee, Association for Library Collections and Technical Services as published in the *Library Resources & Technical Services* , volume 38, number 3, July 1994, p.288-292.

## Commercial and In-house Binding

Each year approximately 16,500 volumes are bound by a commercial binder through a contractual arrangement maintained with the University.

In order to qualify as a contract binder for the University the binder must adhere to the latest edition of the Library Binding Institute's *Standard for Library Binding* . These standards and other requirements imposed by the University Libraries include specifications that minimize damage and maximize the possibility of future rebinding.

## Conservation Through Repair and Use of Enclosures

Annually about 8,000 items go through the University Libraries' conservation center. Procedures performed in the center include in-house pamphlet, spiral, and wire bindings; double fan adhesive binding; spine repair; endsheet replacement; rebacking and recasing with original or new boards.

Center staff also construct custom made preservation enclosures for fragile or special collections materials, documents, and manuscripts; and the encapsulation of flat materials.

A principle of reversibility is followed--it should be possible to undo any repair without damage to the item. In order not to compromise the historical integrity of the artifact, rare material is not subject to extensive in-house repairs or to rebinding. When extensive repair of rare material is required, the practice is to contract with a rare books conservator.

It is also the policy of the University Libraries to use non-damaging materials when repairing material.

Both circulating and special collection materials are handled in the center.

## Replacement of Damaged Material

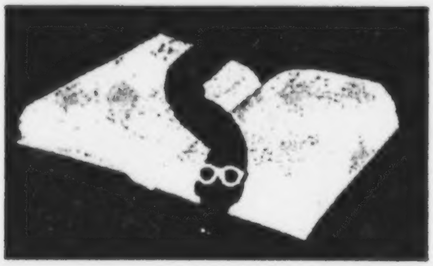
The University Libraries also replace brittle or damaged material from circulating collections with new editions or printings.

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://orpheus.ucsd.edu/preservation/iguide.html

# UCSD Libraries

## Preservation Guidelines & Policies



**Bindery Unit**

Bindery Slip Formats and Instructions
Bindery Shipment Job Numbers
Bindery Shipment Schedule
Departmental & Private Binding
Preservation Bindery and Repair Glossary
UC Binding Manual, UC Berkeley

**Care of Library Collections: A Role for Everyone**

**Damage in Library Materials**
Signs of Damage in Library Materials

**Food and Drink Policies**
General Policy on Food & Drink
Food & Drink Policy for Library Staff
Food & Drink Tip Sheet for Library Staff
Food Policy for Pantries in the Geisel Library

**A Library Staff Orientation Program**
Care of the Library Collections: Your Role as Library Staff

**Pest Management**
Integrated Pest Management Program
Insect Control (Freezing)

**Preservation Statistics - Association of Research Libraries (ARL)**
Statistics Reporting Instructions
Preservation Statistics form
Preservation Statistics form - Reformatting (Preservation, SIO Archives, Special Collections only)
Levels of Treatment

**Repair Unit**
Book Hospital, Michigan State University Library
Book Repair Manual, Dartmouth College Library
Book Repair & Pamphlet Binding Unit, University of Illinois/Urbana-Champaign

**Stack Cleaning**
UCSD Stack Cleaning Procedures
Vacuum Equipment Instructions for Student Assistants
Vacuum Return Slip
Stack Cleaning Instructions for Supervisors
Stack Cleaning Report
Managing a Stacks Cleaning Project by Shannon Zachary
Cleaning Books and Shelves by Sherelyn Ogden, NEDCC

Return to Home Page

CORNELL DEPARTMENT OF PRESERVATION AND COLLECTION MAINTENANCE

home contact us about us operations publications what's new education & training disaster response

The BOOKMAN
The BOOKMAN
DODD MEAD & COMPANY

paper conservation

reformatting unit

reformatting policy

book conservation

digital imaging & preservation

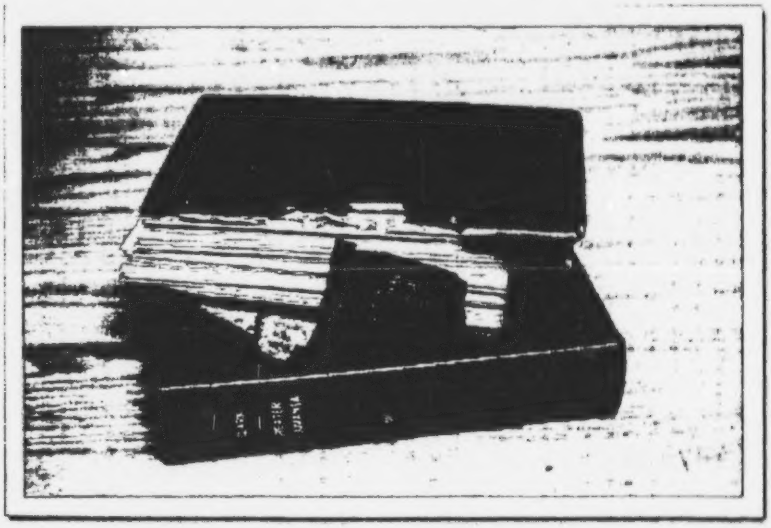
conservation overview

Search

**The Processing of Damaged and Deteriorated Books**

The relevant staff of Central Technical Services and the Department of Preservation and Conservation regularly handle books that are found to be damaged and deteriorated. Damaged/deteriorated books are those books which have obvious damage to the binding (torn spine, loose boards, detached leaves, etc) and that also have paper which will not withstand a double corner fold. Books with intact bindings, irrespective of paper condition, are not addressed in this procedure. The following describes the general procedures for processing books identified at the point of use and on entering the acquisitions workflow.

**Circulated Books**
For Preservation staff, the largest category of damaged/deteriorated books enters the workflow as a consequence of circulation. Damaged books that are returned by readers are sent to Preservation by Access Services staff from all the endowed libraries of the University. Examination in Preservation results in the following decisions by the Book Repair supervisor:
(a) if the book is published prior to 1850, it is brought to the attention of Rare Books staff to ascertain whether or not it will be transferred to Kroch.
(b) if the paper is sound, the book is repaired and returned to the shelf within a 48 hour period
(c) if the paper is brittle, it is given to the Brittle Books Coordinator and reformatted via Olin Photocopy Services and charged to the Brittle Book Replacement account administered by Preservation
(d) Olin Photocopy Services staff return the original and the copy via a return shelf to the Brittle Books Coordinator, who checks for copy accuracy and passes the photocopy to the Commercial Binding Office for binding
(e) when binding is complete, the book is returned to the Brittle Books Coordinator for a final check, then the original is discarded and the bound photocopy passed on to Cataloguing for record revision with a slip marked PHOTOCOPY REPLACEMENT.



BEST COPY AVAILABLE

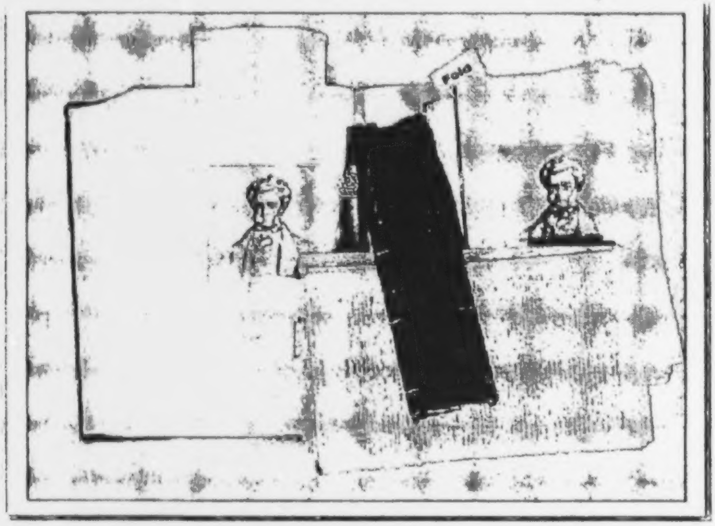
Page last updated: Tue Nov 5 12:13
**webmaster**

**Uncatalogued Books**
Uncatalogued books that are found later to be damaged enter the workflow because of selection decisions by selectors, often as the result of a gift. As books in this category should not be shelved in damaged condition, it is important that a repair, discard, or reformatting decision be made prior to cataloguing. Books that are found by CTS staff to be damaged should be placed on the Preservation Decision Shelf in the Delivery Services Unit of CTS.

The Book Repair supervisor will examine all books placed on this shelf on a weekly basis, and will:
(a) flag books that have sound paper with a slip marked REPAIR AFTER CATALOGUING and
(b) request that CTS staff return books that are damaged/deteriorated to the selector shelf with a decision clarification slip which should state:

**BOOK TOO DETERIORATED FOR CATALOGUING. PLEASE WITHDRAW OR REPLACE WITH PRESERVATION PHOTOCOPY**

.If the selector chooses to reformat via preservation photocopy, he/she will take the book to Olin Photocopy Services and request that a preservation photocopy be made and charged to his/her acquisition account. At this point, if the selector wishes to retain the original, he/she should so indicate via a note in the original book. Olin Photocopy Services staff will pass the book to the Brittle Books Coordinator via the normal return shelf, the copy will be checked for accuracy and the book passed to the Commercial Binding Office for binding. After binding, the Brittle Books Coordinator will discard the original (if the selector has indicated that the original must be kept, it is returned to the selector at this point). The bound photocopy is sent to Delivery Services with a slip marked PHOTOCOPY REPLACEMENT to be worked through the normal routine to Mediation Services.



For more information please write to **brittlebooks@cornell.edu.**

© 2001-2002 **Cornell University Library**
**Department of Preservation and Conservation**

http://www2.lib.ku.edu/preservation/StannardLab.html

# Jerry and Katherine Stannard Conservation Laboratory: a virtual tour

by

Brian J. Baird & Meg Brown

---

The University of Kansas Libraries now house more than 3.5 million volumes collected from around the world. These collections are the legacy of generations of librarians, scholars, and benefactors who worked to ensure that the University of Kansas would have an exceptional research library to support teaching, learning, and service to Kansans. To keep faith with our forebears, these collections must be preserved for use.

The KU Libraries always have been committed to making the collections available to all. Each year, tens of thousands of KU students and faculty, with students and researchers from throughout Kansas, the nation, and the world, visit the KU Libraries. Collectively, they borrow over 1.5 million items each year.

Because of the age and scope of KU's collections, more than 90 percent of the items held are no longer in print. Indeed, most cannot be replaced at any price. For this reason alone a commitment to preserve KU's library collections is vital.

In 1994, as an outcome of a strategic planning process, the Libraries organized a Preservation Department and recruited Brian Baird as the first Preservation Librarian. Almost immediately, work began to plan, build, staff, and equip a state-of-the-art conservation laboratory. These efforts came to fruition in 1997 with three major events: Meg Brown was appointed as the Libraries' first full-time Conservator; a renovation project was completed on the ground floor of Watson Library to create contiguous working space for the Preservation Department; and $104,000 was raised from private donors to equip the facility. On March 19, 1998 the University of Kansas Libraries dedicated the *Jerry and Katherine Stannard Conservation Laboratory* and paid tribute to Jerry and Katherine Stannard, the Southwestern Bell Foundation, the Ethel and Raymond F. Rice Foundation, the Charles A. Frueauff Foundation, the Lawrence Wal-Mart Green Team, and Kathryn Davis, for their very generous gifts which have made it possible to equip the Stannard Laboratory.

Thanks to these donors, the Stannard Conservation Lab has the tools and equipment that staff need to provide a variety of treatments, including hand-made bookbindings based on century-old traditions. Staff also use the latest scientific methods and instruments to analyze and treat paper and bindings to ward off the deteriorating effects of age and environment.

Because of the wide array of materials held in the Libraries' collections, ranging from twentieth century books, to some of the earliest printed volumes, to manuscripts that are hundreds of years old, the conservation laboratory must be equipped with a wide range of equipment that will make it possible to breathe new life into many kinds of old works.

To give a better idea of what kind of work takes place in the Stannard Laboratory, we will follow one volume through a typical conservation treatment—pointing out, as we go, the equipment being used.

The conservation process begins with a thorough evaluation of the item. The volume being reviewed was published in the early 1900s. The paper in the volume is "semi-brittle," but it is still strong enough to withstand years of use *if* the volume is rebound in a conservationally sound binding.

The most common treatment we perform is rebinding, which begins by carefully removing the original cover and removing the old adhesives from the spine of the "text block." The text block is now ready to have new end papers sewn in place. Next, it is formed and shaped in a job backer. With the book held tightly in place, a backing hammer is used to give the book its desired shape. The spine of the text block is then lined with Japanese paper and cloth and the adhesives are allowed several hours to dry before the volume is removed from the job backer.

We then prepare the various components of the new cover. Dense binder's board is cut to size on large board shears—a large, heavy cutter designed not only to easily cut through the tough board, but also to provide extremely fine cuts to sub-millimeter tolerances. Making the cover requires a variety of specialized hand tools. It costs several hundred dollars to adequately equip each of the nine workbenches in the lab with the necessary hand tools needed to perform conservation treatments.

When the cover is completed and adhered to the text block, the volume must then be pressed overnight in a standing press. Pressboards made to exacting specifications are designed to provide even pressure to the book and to shape the cover to the text block. The size of the volume will determine which press is used. Large presses allow us to work on the very largest volumes. The next day, when the item is removed from the press, a computer-generated label is produced.

Often, as part of the treatment process, individual pages need special attention. This example shows organic solvents being used in our fume hood to remove damaging "scotch tape" from a torn page. Conservation work often employs noxious chemicals, including solvents, that must be vented by use of a fume hood.

Occasionally, we must wash the paper in a special bath to remove stains and to alkalinize the paper to help prevent it from becoming further embrittled. After paper is washed and air-dried, damaged pages are mended using special Japanese paper and wheat starch paste. This process provides cost-effective, strong, flexible mends that are non-damaging to the original paper. Not all items need this level of treatment, but it is important to be able to provide it when needed.

Following the treatment path of only this one item demonstrates why a conservation lab must have sufficient space. Each person working in the Stannard Lab must have a workbench area sufficiently large to comfortably work with the large items used in conservation. Aisles must be wide enough to allow easy movement around the lab to make use of the various large, fixed pieces of equipment.

Meg regularly works on materials from University of Kansas's collections and from other educational agencies in the state that are rare and valuable. Conservation treatments often require several days to complete. For this reason, we have acquired a safe in which to secure valuable materials during treatment.

The Stannard Conservation Laboratory makes possible the preservation of thousands of irreplaceable volumes each year that might otherwise have been lost forever. It is gratifying to know that our work helps ensure that University of Kansas's priceless collections will be available for use by for future students, scholars for generations to come.

In honor of the dedication of the *Jerry and Katherine Stannard Conservation Laboratory* Erica Stannard-Schenk, Jerry and Katherine's daughter, made a beautiful quilt which is now on permanent display in the entrance of the laboratory.

---

UNIVERSITY OF MARYLAND LIBRARIES

||| Technical Services Division || Preservation Production Group |

# Preservation Production Group

# Policies and Procedures

---

## Procedures and Policies Affecting Other Production Groups

- University of Maryland Libraries Disaster Plan
- Identifying Brittle Materials
- Shelving Guidelines
- Microfilm Duplication and Sale
- Condition Criteria for Weeding
- Guide to Handling Wet Books
- Monographs and Serials Paperback Barcoding and Processing

---

## Policies Within Preservation Production Group

- General Policies

## Procedures Within Preservation Production Group

- Brittle Materials, Reformatting, and Mass Deacidification Team
- Conservation Team
- Bindery, End Processing Team

---

## Links to Other Production Groups' Policies and Procedures

- Acquisitions Department: Materials Request Forms (MRF) procedures for obtaining purchase orders for contract conservation

---

UM Libraries Home | Technical Services Division | Preservation Department | Search UM Libraries

Libraries, University of Maryland, College Park, MD 20742-7011 (301)405-0800
Please send comments and suggestions to the Libraries' Webmaster
Content questions should be directed to Yvonne Carignan
Last edited Oct 14 19:03:49 2002

**â© 1999 University of Maryland Libraries**
**Last Revised: 10/20/99**

UNIVERSITY OF MARYLAND LIBRARIES

||| Technical Services Division || Preservation Department | Policy and Procedure

# Preservation Department

## Brittle Materials and Reformatting Unit

---

## Preservation Actions

Return to Shelf
Withdraw
Box
Route to Conservation
Route to Commercial Bindery
Refer to Rare Books
Get Selector's Review
Replace
Replace Missing/Damaged Pages
Photocopy

---

### Return to Shelf

*No action will be taken and item is in condition to be shelved.*

- Discharge
- Pull and file paperwork
- Bring books to circulation for reshelving (or put in Pres. Dept. location where items to be returned to Circulation are accumulated)

---

### Withdraw

*The item is not needed for the collection because other copies are available in usable condition or the work is no longer of value in the collection (the latter to be determined by the appropriate selector).*

- Complete the following portions of the salmon *Withdrawal Slip* :
  - Check box for monograph or serial (ask if you don't know)
  - Call number, author/title and location
- Give books to Unit Head or put in specified location
- Unit Head indicates whether it is a title, volume, or copy to withdraw, and signs form
- Discharge
- Pull and file paperwork
- Bring items to be withdrawn to Catalog Management

---

### Box

*The item will have a box or other enclosure made to fit it. The item's value and level of use do not make it a high enough priority to warrant the cost of replacing or repairing it at present, or aspects of the physical item warrant keeping it in its original form. A box will protect the item somewhat from further damage, extending its useful life, and/or allowing further action to be taken in the future. Boxing is not an adequate solution for medium- or heavily-used materials. (approx. cost $10-$12)*

- Discharge and make a screen print for each item, insert it into the book
- Pull and file paperwork
- Bring to Conservation boxing station (or ask Conservation Unit Head where they go)

---

http://www.lib.umd.edu/TSD/PRES/preservationaction.htm

### Route to Conservation

*The item will be repaired in the Conservation Unit. These will ordinarily be worn or damaged books with flexible paper. (approx. cost = staff time and supplies)*

- Discharge
- Pull and file paperwork
- Put on sorting table in Conservation Unit with a note "from Brittle Books Unit" (or ask Conservation Unit Head where they go)

### Route to Commercial Bindery

*The item has strong flexible paper and can be commercially rebound. (approx cost $5)*

- Discharge
- Pull and file paperwork
- Put on shelf labeled "Ethel's shelf" in the Bindery Unit (or ask Bindery Unit Head where they go)

### Refer to Rare Books

*The item may be within the collecting scope of one of the collections in the Rare Books Department. Items will be gathered and held for review by the Curator of Rare Books.*

- Put item on the shelf for the Rare Books curator with paperwork inserted

### Get Selector's Review

*A subject specialist's knowledge of the item and its importance to the collection is needed in order to make an informed decision on preservation action.*

- Place items on Bibliographer's review shelves, using the "Selection Responsibilities List" posted nearby

### Replace

*A microfilm or paper copy (often a reprint) is available for purchase. The item is needed for the collection, the copy we have is not repairable, or the cost is prohibitive. The replacement format chosen is an appropriate one for use (e.g., ready reference works are not useful in microfilm). (avg. cost $30/vol.)*

- Unit Head completes a *Materials Request Form (MRF)* and inserts it in the book with the other paperwork
- Make two copies of the MRF
- Make one copy of the BIP, OCLC or other record representing the item that is available for purchase and staple it to the original MRF
- Give original MRF to Unit Head (to send to Acquisitions), leave one copy in the book with the rest of our paperwork, and file the other in the back of the "Brittle Book Orders" ring binder
- Shelve books in call number order with other books for which replacements have been ordered

### Replace Missing/Damaged Pages

*Pages are missing, or are damaged at the inner margin to the extent that the item cannot be rebound. A complete copy is borrowed and pages that are lacking are copied. The replacement and/or damaged pages are recopied double-sided on alkaline paper. The item is rebound, incorporating replacement pages into the original. (avg. cost $10)*

1. **OBTAINING REPLACEMENT PAGES**
    - Locate and obtain another copy of the damaged/incomplete book
        - If another copy is held in UMCP, get it and charge it out (unless it is in McKeldin and you will copy and return it that day)
        - If no other copies are held by UMCP, search the USM catalog for other copies. If you find one, place a hold/recall on it using the special Unit Card for Holds. Print the record showing the copy you are borrowing, note the date you placed the request, and insert it in the

damaged/incomplete item. (If the item you need is part of a multi-volume work, you may not be able to specify the volume you need using the hold/recall function in Victor. In this case, complete a paper "Hold/Search Request" form and submit it at the Circulation Desk.)

    - ☐ If the book is not in UMCP or USM, Unit Head searches OCLC to locate a copy to borrow. If one is found, complete an ILL form and date it, make copies of the form and the OCLC printout and insert them in the book, bring the ILL form to the ILL Dept.
- ☐ Shelve the damaged/incomplete item on the shelf marked "ILL or Hold Placed"
- ☐ When the copy has been obtained, photocopy the pages that need to be replaced

2. **PREPARE FOR SHIPMENT**

- ☐ Check each item for completeness (including any photocopies that have been obtained to fill in gaps) by going page-by-page through the book (following the page numbers). For books with illustrations on unnumbered pages, use the list of illustrations (if there is one) to determine whether all plates are present
- ☐ For damaged pages, put a flag in the book at each place that damaged pages need to be photocopied by the vendor. Fold the flag in half, and insert it so that it encloses the clump of pages. Write on the flag, "copy and replace pp. #-#"
- ☐ For books with pages missing (for which we have gotten photocopied replacement pages) see that the photocopies are inserted in the correct place in the book
- ☐ Insert an instruction slip in each volume:
    - ☐ For books with damaged pages, use the flag that says: "Photocopy damaged pages as flagged (double-sided) and then rebind original with copies."
    - ☐ For books with missing pages, use the flag that says: "Only copy the photocopy replacement pages (double-sided) and then rebind original with copies."
- ☐ Fill in the information at the bottom of the instruction slip for the spine lettering. Use the bibliographic record from the online catalog to determine title, author, and call number, including branch and location, as appropriate. e.g.
    - ☐ ESOTERIC BUDDHISM

      SINNETT

      McK<br>
      BP<br>
      565<br>
      .S4<br>
      1894
- ☐ When all of the books to be included in a shipment have been prepared, make a list using the *Archival Photocopying* sheets
    - ☐ For each volume, write down the author, title, call number, and total number of pages to be copied or replaced
    - ☐ Number each volume on the list
    - ☐ At the top of the first page, write the date that the shipment is sent, and write "replacement of missing or damaged pages only"
    - ☐ Put all of our paperwork from each book in a manila folder in the order that they are listed on the "Archival Photocopying"sheets, and put the sheets on top
    - ☐ For books whose barcodes will be lost in rebinding, make a duplicate barcode and attach it to a non-text area on page 10 using a small post-it note

3. **INSPECTION OF COMPLETED COPYING/REBINDING**

- ☐ Unpack the boxes and load materials onto a book truck
- ☐ Find the packing list and put it in the folder of paperwork for that shipment
- ☐ Using the *Archival Photocopying* sheets, check that all items sent were returned
- ☐ Ispect each volume for the following (show any problems to the Unit Head)
    - ☐ Correct spine information
    - ☐ Completeness
    - ☐ Copy quality
    - ☐ Binding (all pages attached? any stuck together from excess glue?)
- ☐ Match up the instruction slip with our paperwork, staple it to the rest
- ☐ File the paperwork
- ☐ Discharge the books and bring them to the End Processing Unit

---

UNIVERSITY OF MARYLAND

http://www.lib.umd.edu/TSD/PRES/preservationaction.htm

## Photocopy

*The item is needed for the collection but cannot be repaired, nor is a replacement available for purchase in a format appropriate for its use. Paper copy is the most appropriate format for use of the item. A replacement will be made on alkaline paper using high quality photocopy equipment, and will be bound in a sturdy commercial library binding. The original, normally disbound for copying, is usually withdrawn after the copy is made. Color illustrations can be reproduced in color if warranted, and original plates can be retained and either tipped into the copy or put in a pocket in the back. (avg. cost $80/vol.)*

1. **PREPARE FOR SHIPMENT**
    - ☐ Check each item for completeness (including any photocopies that have been obtained to fill in gaps) by going page-by-page through the book (following the page numbers). For books with illustrations on unnumbered pages, use the list of illustrations (if there is one) to determine whether all plates are present. Pull out any incomplete books and follow procedure for obtaining replacement pages
    - ☐ Fill out a *Brittle Book Replacement Instruction Slip* for each volume. Fill in the information at the bottom for the spine lettering. Use the bibliographic record from the online catalog to determine title and author (call numbers will be added later)
    - ☐ Unit Head completes the instruction slip with any special instructions for illustrations, etc.
    - ☐ When all of the books to be included in a shipment have been prepared, make a list, using the *Archival Photocopying* sheets
        - ☐ For each volume, write down author, title, call number, and total number of pages
        - ☐ Number each volume on the list
        - ☐ At the top of the first page, write the date the shipment is sent
        - ☐ Put all of our paperwork from each book in a folder in the order that they are listed on the *Archival Photocopying* sheets, and put the sheets on top
    - ☐ Unit Head completes and submits a *Materials Request Form* to get a purchase order

2. **INSPECTION OF COMPLETED PHOTOCOPY ORDER AND ROUTING**
    - ☐ Unpack books, load onto a truck, match copies and originals
    - ☐ Check against file for the shipment to see that all items were returned
    - ☐ Inspect for
        - ☐ correct spine information
        - ☐ completeness
        - ☐ copy quality
        - ☐ binding quality
        - ☐ see that any special instructions were followed
    - ☐ Staple instruction slip to paperwork
    - ☐ Complete the following portions of the salmon *Withdrawal Slip*
        - ☐ Check box for monograph or serial (ask if you don't know)
        - ☐ Call number, author/title and location
    - ☐ Unit Head indicates whether it is a title, volume, or copy to withdraw, and signs form
    - ☐ Pull and file paperwork
    - ☐ Discharge original volumes
    - ☐ Bring originals and copies together to Cataloging

---

**UM Libraries Home | Technical Services Division | Preservation Department | Search UM Libraries**

Libraries, University of Maryland, College Park, MD 20742-7011 (301)405-0800
Please send comments and suggestions to the Libraries' Webmaster.
Content questions should be directed to Susan Koutsky
Last edited Tuesday, May 15, 2001 15:17:03

**© 1999 University of Maryland Libraries**
**Last Revised: 3/28/01**

PENNSTATE
University Libraries

# PRESERVATION

Selectors should be aware that the University Libraries has a preservation department. The department's principal goals are to preserve and safeguard materials belonging to the general circulating collection and to keep the collection in good repair for patron use for as long as possible.

Sue Kellerman is the Judith O. Sieg Chair for Preservation and Head of the Preservation Department. You can reach Sue at: 863-4696 or by email at LSK@psulias.psu.edu. Sue's office is currently located at C602 Pattee. The Chair for Preservation reports to the Assistant Dean for Collections.

The Preservation Department consists of five sub-units. These include:

- Collections Care
- Microfilming
- Digital Scanning
- Bindery
- Support Services

**Collections Care** - operational manager is Diane Kurtz, (865-2125; dmk@psulias.psu.edu. The unit is responsible for the care and repair of older library materials. Services provided include: in-house repairs, replacement page process, deacidification, encapsulation, shrink-wrapping, pamphlet binding and rehousing, assessment and consultation of "at risk" collections needing vended conservation services, and disaster recovery, response and rehabilitation of damaged materials. Collections Care is currently located in W4 Pattee.

**Microfilming** - operational co-managers are Fran Durkin (865-0860; fmd@psulias.psu.edu) and Diane Kurtz (865-2125; dmk@psulias.psu.edu). This unit is responsible for reformatting brittle and not-yet-brittle acidic collections to microfilm. This unit is located in C7 Pattee.

**Digital Scanning** - operational manager is Larry Wentzel (863-8331; l4w@psulias.psu.edu). This unit provides digital image conversion of paper-based materials (brittle books, out-of-print titles, whole periodical issues, etc.), and creation of analog paper facsimiles. The Digital Scanning unit is located in C7 Pattee.

**Bindery** - operational manager is Carol Hugar (863-2135; ceh@psulias.psu.edu). This unit is responsible for the commercial binding preparation and inspection of new monographs, serials, and periodical issues. The Bindery is located in 126 Paterno Library.

**Support Services** - manager is Fran Durkin (865-0860; fmd@psulias.psu.edu). Fran provides general support and assistance for the department including ordering preservation supplies and materials for library locations and the departmental units, monitoring budgets, and generating departmental statistical reports.

PENNSYLVANIA STATE UNIVERSITY

http://www.libraries.psu.edu/crsweb/select/manual/sectionq.htm

Selectors should consult with the Preservation Department on all matters relating to the care, repair, and safekeeping of all circulating library materials regardless of format type. Preservation issues of importance to selectors include:

- Collection maintenance of existing materials - rehousing, rebinding, repair, conservation, media transfer
- Deacidification projects - selected titles, whole collections, or partial collections
- Reformatting materials to microfilm or digital images
- Questions related to gifts-in-kind that may require preservation attention before materials are added to the collection

It is also most helpful if selectors maintain a list of candidates for reformatting (film or digital images) for future grant funding opportunities.

Return to Top

---

Table of Contents | Subject Index | Next Page | Previous Page

Comments? Contact

Last Updated: May 2000

http://staff.lib.utexas.edu/divisions/tsod/PreservationPolicy.html

THE UNIVERSITY OF TEXAS AT AUSTIN

THE GENERAL LIBRARIES

# Preservation Policy

## Philosophy

The collections of the General Libraries, in addition to their intellectual and aesthetic value, represent an enormous economic investment. The General Libraries is committed to providing a comprehensive preservation program for these collections, consistent with the goals and objective of the Library and the University and with the Library's stature as a major national research collection

A comprehensive preservation program encompasses a system of plans, policies, procedures, and resources required to properly care for and prolong the life of these collection for the use of the educational and research community. An active preservation program encourages respect for the library and its collections, reduces the loss of materials through neglect or carelessness, and conserves resources through the application of preventive and corrective measures. Preservation, in fact, is an essential component in any activity involving introduction of library materials into collections (selection, acquisition, and cataloging) and handling by library staff and users.

The success of the General Libraries preservation program to a large extent depends on staff understanding and observance of good preservation practices. Because library materials are handled extensively by library staff, and because library users look to staff as exemplars in library matters, the observance of good preservation practice is extremely important. Active participation and leadership in the preservation program is the responsibility of all staff.

## Definitions

"Preservation" is the set of actions taken to prevent, stop or retard deterioration of library materials through the management of: storage environment; housing materials and techniques; security; handling practices; as well as through user and staff education. Replacement is a form of preservation, as is changing the format of materials in order to preserve the intellectual content. "Conservation" implies the actions taken to prevent, stop, or retard deterioration of individual items through treatment level intervention into the physical state of the item. "Preservation" is used here as the broader term encompassing both preservation and conservation.

## Administration

Responsibility for directing the preservation program rests with the Head Librarian, Preservation Services, who, with appropriate consultation, formulates, implements, and coordinates preservation policies and activities on a library-wide basis. The Head Librarian also maintains active liaison with the preservation programs of other campus agencies, such as the Harry Ransom Humanities Research Center, the Tarlton Law Library, the Archer M. Huntington Art Gallery, and the Texas Memorial Museum.

## Program Objectives

Within the limitations imposed by budget and staffing levels, the General Libraries strives to provide a comprehensive preservation program that includes the following elements:

I. Adheres to nationally and professionally accepted preservation standards and techniques. This includes limited conservation treatment of library materials using permanent, nondestructive materials.
II. Evaluates and improves the physical care of library materials. This includes handling and storage, environmental conditions, collections security, and up-to-date disaster prevention and preparedness planning.
III. Ensures that the most effective preservation options are implemented. Present options include commercial binding and rebinding, in-house repair and binding, protective enclosures, replacement, limited preservation photoduplication and microfilming and, in rare instances, conservation.
IV. Identifies materials requiring preservation measures. Items in poor condition are identified through general stack maintenance, circulation, and physical surveys of collections. In cases of non-routine treatment, bibliographers recommend preservation options appropriate to the material under review.
V. Conducts an on-going program of staff training and awareness. In addition to the use of *Preservation of Library Materials: A Manual for Staff* , this includes an orientation session held each semester for new professional and classifies staff, on-going training in minor book repair for public service units, video and slide/tape presentation, demonstrations, and exhibits. The Head Librarian, Preservation Services, and Conservator are available for staff consultation on any preservation concern. All supervisors are responsible for directing staff to appropriate preservation training resources.
VI. Carries forward a user education program on preservation. Elements included in the program are book flags, posters, exhibits, videotapes, and direct appeals to faculty and students.

Recommended by Preservation Committee, 1985-86.

Discussed in Department Heads, November 1988, and subsequently revised.

Recommended by General Libraries assistant directors, June 1989.

Approved by Harold Billings, Director of General Libraries, September 1989.

Revised by Jennifer Lee, March 2002.

# Marriott Library
# Conservation Assessment Guidelines
## Draft 13 May 2002

**Conservation Priorities (1-5)**
1 – an item which even if stored in optimal conditions, if nothing is done will be in worse condition in 12 months, or has a condition which is contagious or a health and safety issue (mold, insect infestation, etc).

2 – requires major treatment, usually structural, by a conservator – but given good storage, it will be in the same condition in 12 months as it is today, therefore time is not a critical issue.

3 – needs a cosmetic treatment which carried out by a conservator, or may be a minor structural treatment carried out by a technician under a conservator's guidance.

4 – is either an item which is inherently very fragile or delicate and will always require special consideration when being used but that is used very little.

5 – is usable given normal library care and handling and barring being hit by a bus, can be expected to have a long and productive existence in the collection.

**Curatorial Priorities (1-5)**
1 – a state/national treasure of such high monetary value it would be unlikely you could afford to replace it even if a replacement were available, or something that is an intrinsically identified with this institution so that its absence would seriously affect the library's reason for being.

2 – an item of great importance with very high cultural or monetary value, and of high institutional esteem.

3 – is a useful and desirable item in your collection, but can be replaced with something equivalent if necessary.

4 – would not be replaced if destroyed, but is useful as a study piece, or has some other value to the collection.

5 – is of no real importance to the institution and of little monetary value; an item so common that there are many others and that could be easily replaced.

The combined score (Conservation Priority/Curatorial Priority) then establishes the priorities for conservation treatment. 1/1s 1/2s and maybe 1/3s are important items requiring immediate attention that should be worked on (probably in descending order) as soon as possible, probably on an emergency basis. When these materials are treated we can then begin discussions about which are the next most important materials to address, e.g., 3/2s or 2/3s.

Preventive conservation measures can simultaneously be enacted at a large collection level to stabilize material in storage (even damaged material). Priorities for these type of projects can be established in consultation with the Preservation Librarian.

**Allocation of Services**
Meeting the collection's treatment priorities requires:

1. each curator work with appropriate conservation staff to identify treatment priorities for their areas of responsibility and coordinate treatment of that material with the conservator;
2. Conservation staff establish both ongoing preventive treatment (housing) projects as well as single item treatments, and keep curators informed about progress and optitons for initiating new projects.

**The Point System**
Conservation services are finite and must be shared in the most equitable way to achieve an optimal outcome for all of library's Special Collections. Accordingly, conservation will attempt to apportion its services in the following proportions based upon the perceived needs of each department. These percentages have been established by the Assistant Director for Special Collections.

For Paper Conservation
35% – Manuscripts
20% – Photos / Multimedia
20% – Records Center / Archives
10% – Middle East
7% – Western Americana
6% – Rare Books
1% – Fine Arts (Locked Case)
1% – Government Documents (Locked Case)

For Book Conservation
75% – Rare Books
15% – Western Americana
5% – Middle East
1% – Manuscripts
1% – Photos / Multimedia
1% – Records Center / Archives
1% – Fine Arts (Locked Case)
1% – Government Documents (Locked Case)

# Position Descriptions

UNIVERSITY OF CALIFORNIA, IRVINE

UNIVERSITY OF CALIFORNIA, IRVINE

## JOB DESCRIPTION

1. REQUEST FOR

G Recruitment (attach a requisition)
x Classification Review
G Update of Job Description

(PERSONNEL OFFICE USE ONLY)

APPROVED PAYROLL TITLE

TITLE CODE

CODE:
G A-M G C-S G E-OTHER
G B-M/C G D-S/C G F-C

EFFECTIVE DATE

INITIALS

2. UNIT CODE

3. a) SALARY RATE
?
b) PERCENT OF TIME 100%

4. EMPLOYEE NAME

5. EXTENSION

6. CURRENT PAYROLL TITLE
Library Assistant V

7. DEPARTMENT/DIVISION
Library

8. WORK LOCATION

9. WORKING TITLE (IF DIFFERENT)
Head, Preservation Department

10. NAME OF SUPERVISOR

11. EXTENSION

12. SUPERVISOR'S PAYROLL TITLE
Associate University Librarian for Technical Services

13. SUMMARY OF DUTIES [1000 characters]

Under the general direction of the Associate University Librarian for Technical Services, the incumbent is responsible for the management of the UCI Libraries' Preservation Department. Activities of the Preservation Department include serials and monographic binding, physical processing, repair of materials, collection security, disaster recovery, environmental monitoring and preservation replacement.

The incumbent provides leadership and functional expertise for the Department, monitoring departmental performance and efficiency, identifying problems and offering solutions for improvement. Manages the hiring, training, supervision and evaluation of 4.5 fte staff and ??fte student assistants. Makes recommendations to the AUL regarding departmental staff allocation and policy and procedures. Produces regular activity and statistical reports. Serves on the Technical Services Management Group to coordinate and establish cross- functional procedures division-wide. As a library department head, participates in library-wide planning through membership in Library Council, which includes the University Librarian and all library department and division heads.

14. TYPE OF SUPERVISION RECEIVED

Indicate the type of supervision the incumbent will receive after the training/orientation period.

Close Supervision ( ) Supervision ( ) General Supervision ( ) Direction ( ) General Direction ( X )

15. PHYSICAL REQUIREMENTS In order to comply with the Rehabilitation Act of 1973, it is necessary to determine the essential physical requirements of each job. Use the following codes to complete this section: "F" for frequently; "O" for occasionally; "N" for not at all.

On the job each employee must:

( O ) Bend
( O ) Squat
( N ) Crawl
( N ) Climb
( O ) Reach above shoulder level
( O ) Kneel

( F ) Do pushing/pulling
( F ) Sit 75 %
( F ) Stand 15 %
( F ) Walk 10 %
( F ) Handle objects (manual dexterity)
( F ) Use fine finger movements
( ) Other

On the job employee lifts/carries:

( O ) Light (up to 25 pounds)
( O ) Moderate (25-50 pounds)
( N ) Heavy (over 50 pounds)

On the job employee:

( O ) Is exposed to excessive noise
( O ) Is around moving machinery
( O ) Is exposed to marked changes in temperature and/or humidity
( N ) Drives automotive equipment
( O ) Is exposed to dust, fumes, gases, radiation, microwave (circle)
( O ) Works in confined quarters
( ) Other

16. SPECIAL CONDITIONS OF EMPLOYMENT

Final candidate is subject to background check.

17. NAMES OF THOSE SUPERVISED AND PAYROLL TITLES

| NAME OF EMPLOYEE | PAYROLL TITLE |
|---|---|
| | Library Assistant IV |
| | Library Assistant IV |
| | Library Assistant III |
| | Library Assistant III |
| | Library Assistant II (.5 FTE) |

Retention: As long as job is active
71491-132 A
3380

18. DUTIES/TASKS

| % | Frequency | Duty | Task No. | Major Duties and Tasks |
|---|---|---|---|---|
| 50 | daily | 1 | | PRESERVATION DEPARTMENT MANAGEMENT |
| | | | 1 | Provide leadership and functional expertise for the Preservation Department. Responsible for maintaining currency in professional knowledge and applying this to initiate change as necessary to ensure timely, cost effective processing through new or improved departmental procedures. |
| | | | 2 | Manage the daily operations of the Preservation Department, supervising its activities including but not limited to: serials and monographic binding, physical processing, repair of materials, collection security, disaster recovery, environmental monitoring and preservation replacement according to established national and local policies and practices.<br>Manage work-flows to avoid backlogs, manage special projects providing additional and continuous staff training as appropriate and required. Identify and discuss procedural and workflow issues, special project needs and staff development, training and performance concerns with the AUL for Technical Services. Develop appropriate policies and practices as needed. |
| 20 | daily | 2 | | STAFF MANAGEMENT |
| | | | 1 | Perform staff management for 4.5 FTE staff and approximately ?fte student assistants. Activities include but are not limited to: managing staff time, setting assignments, training, staff development, performance evaluation, and managing student assistant operations for the department. |
| | | | 2 | Implement cross training to ensure backup throughout the department. |
| | | | 3 | Periodically review standards for staff performance, staff position descriptions, performance policies and procedures. Create or update where necessary. Periodically review procedures currently in place with staff to ensure consistency in application |
| 15 | daily | 3 | | PLANNING AND ASSESSMENT |
| | | | 1 | Responsible for short- and long-range planning for Departmental needs.<br>Implement plans for improvement and new initiatives. |
| | | | 2 | Collaborate in general planning and policy setting for the TS division.<br>As a Department Head within the Libraries, participate in the planning, developing, and managing of the Libraries' goals, objectives and services through membership in Library Council and other relevant UCI Libraries' committees and teams |
| | | | 3 | Ensure that the Preservation Department provides timely and cost effective access to materials by planning for and perform cost analysis of preservation tasks and conducting ongoing self-assessment in order to determine whether departmental processes are effective and efficient in meeting departmental objectives. |
| | | | 4 | Oversee the collection and production of data and reports. Perform analysis of data, organize and synthesize information in an efficient and accurate manner, prepare reports and present findings in easy to understand, meaningful formats that meet the information needs of the AUL for TS. |
| | | | 5 | Prepare budget, supply and equipment requests. |
| 15 | weekly | 4 | | OTHER |
| | | | 1 | Contribute to library committees as assigned; attend developmental workshops or seminars; and participate in local, state or national professional organizations, committees and/or publications. |

19. SKILLS, KNOWLEDGES, AND ABILITIES

| Duty/Task NO. | SKILLS, KNOWLEDGES, AND ABILITIES | Selection Importance |
|---|---|---|
| Duty 1,3 | Demonstrated skill in preservation techniques, planning for, and management of, a specialized preservation department. | required |
| Duty 1,3 | Demonstrated ability to maintain a well-organized and efficient work area. | required |
| Duty 2 | Experience in staff supervision to include: hiring, training, evaluation, disciplinary actions, delegation of duties and allocation of workloads and workflows. | required |
| all | Ability to identify problems, gather data, analyze data, devise and evaluate solutions, make recommendations and implement selected solutions. | required |
| all | Ability to set priorities and complete projects to meet deadlines. | required |
| all | Ability to coordinate data from a variety of sources and systems and to integrate the data into meaningful, easy to understand reports. | required |
| all | Demonstrated skill to establish and maintain cooperative working relationships with library and university staff. Skill in interacting with persons of various social, cultural, economic and educational backgrounds. | required |
| all | Proficient writing skills in order to prepare factual memos and analytical reports. | required |
| all | Skill in working independently and following through on assignments with minimal direction. | required |
| all | Ability to function as a manager, fostering a fair and productive working environment. | required |
| all | Ability to maintain confidentiality of records and information. | required |
| all | Ability to maintain a positive attitude and contribute both as an individual and a management team member to achieve the goals of the Libraries. | required |

20. ______________________
Employee's Signature

______________________
Date

21. ______________________
Supervisor's Signature

______________________
Date

22. ______________________
Department Head's Signature

______________________
Date

# UNIVERSITY OF CALIFORNIA, IRVINE
# JOB DESCRIPTION

1. REQUEST FOR

☐ Recruitment (attach a requisition)
☒ Classification Review
☐ Update of Job Description

(PERSONNEL OFFICE USE ONLY)

APPROVED PAYROLL TITLE: LIBRARY ASSISTANT IV

TITLE CODE: 6759

CODE:
☐ A-M ☐ C-S ☒ E-OTHER
☐ B-M/C ☐ D-S/C ☐ F-C

EFFECTIVE DATE: 06/01/98

INITIALS: DK 7/8

2. UNIT CODE: CX

3. a) SALARY RATE

b) PERCENT OF TIME 100

4. EMPLOYEE NAME

5. EXTENSION

6. CURRENT PAYROLL TITLE
Library Assistant ~~III~~ IV

7. DEPARTMENT/DIVISION
Library Preservation Department

8. WORK LOCATION
Science Library & Satellites

9. WORKING TITLE (IF DIFFERENT)
Preservation Assistant, Repairs

10. NAME OF SUPERVISOR

11. EXTENSION

12. SUPERVISOR'S PAYROLL TITLE
Library Assistant V

13. SUMMARY OF DUTIES

The Preservation Repair Assistant has library wide responsibility for all repair activities and reports to the Bindery Prep./Repair Coordinator. Acts as a Repair Resource Contact for the UCI Libraries and serves as Workleader in the Preservation repair unit by maintaining currency of knowledge in advanced repair techniques. The Repair Assistant will carry out the most difficult and complex repairs. He will plan and direct the repair workflow: a) appraise condition of Library material, b) determine level of repair, c) assign repair to appropriate staff. Develops appropriate training procedures. The Repair Assistant participates in the brittle book reformat effort by determining the availability of original or reformatted copies. Coordinate monographic binding with the Preservation Serial Binding Assistants.

14. TYPE OF SUPERVISION RECEIVED
Indicate the type of supervision the incumbent will receive after the training/orientation period.
Close Supervision ( ) Supervision ( ) General Supervision ( ) Direction ( X ) General Direction ( )

15. PHYSICAL REQUIREMENTS In order to comply with the Rehabilitation Act of 1973, it is necessary to determine the essential physical requirements of each job. Use the following codes to complete this section: "F" for frequently; "O" for occasionally; "N" for not at all.

On the job each employee must:

( F ) Bend
( O ) Squat
( N ) Crawl
( N ) Climb
( F ) Reach above shoulder level
( O ) Kneel
( F ) Do pushing/pulling
( 50 ) Sit %
( 20 ) Stand %
( 30 ) Walk %
( F ) Handle objects (manual dexterity)
( F ) Use fine finger movements
( ) Other __________

On the job employee lifts/carries:

( F ) Light (up to 25 pounds)
( F ) Moderate (25-50 pounds)
( O ) Heavy (over 50 pounds)

On the job employee:

( N ) Is exposed to excessive noise
( N ) Is around moving machinery
( N ) Is exposed to marked changes in temperature and/or humidity
( O ) Drives automotive equipment
( O ) Is exposed to dust, fumes, gases, radiation, microwave (circle)
( N ) Works in confined quarters
( ) Other __________

16. SPECIAL CONDITIONS OF EMPL[illegible]MENT

17. NAMES OF THOSE SUPERVISED AND PAYROLL TITLES

| NAME OF EMPLOYEE | PAYROLL TITLE |
|---|---|
| VARIOUS STUDENT ASSISTANTS 11=1.5 FTE | |

Retention: As long as job is active
71491-132 A
3380

,UTIES/TASKS

| % | Frequency | Duty | Task No. | Major Duties and Tasks |
|---|---|---|---|---|
| 15 | DAILY | 1 | | REPAIR RESOURCE ACTIVITIES |
| | | | a | Maintain currency of knowledge in repair techniques by: extensive research, continued experimentation, and participation in preservation workshops. |
| | | | b | Consult other UC Preservation units regarding repair of problematic items. |
| | | | c | Research, evaluate, recommend equipment and tools needed for repair. |
| | | | d | Establish repair guidelines for categories of damaged material. |
| | | | e | Serve as a primary contact to UCI Library Department by providing information regarding handling of damaged materials. |
| 30 | DAILY | 2 | | MATERIAL REPAIR |
| | | | a | Undertake most difficult, intricate, complex repairs that require extensive experience, greater skill and more detailed knowledge to complete. |
| | | | b | Evaluate volumes sent for repair to determine the appropriate repair binding technique or designate volumes for brittle book processing. |
| | | | c | Assign evaluated volumes along with repair guidelines to appropriate staff. |
| | | | d | Inspect completed repairs to ensure work meets set standards and guidelines. |
| 15 | DAILY | 3 | | TRAINING |
| | | | a | Provides repair training for student assistants and LAIII staff |
| 15 | DAILY | 4 | | BRITTLE BOOK PROCESSING |
| | | | a | Responsible for bibliographic searching of OCLC, Antpac, Melvyl, Gobi, UMI, RLIN to determine the availability of original or reformatted copies. |
| | | | b | Train, review, monitor, students to prepare UCI Library Preservation Replacement Decision forms. |
| | | | c | Track in process brittle materials online, in order to locate and retrieve material for patron use. |
| | | | d | Organize and maintain workflow for preservation photo reproduction by setting up procedures for volume preparation, and inspection of returned material. |
| | | | e | Prepare orders for in print copies of brittle books, following Acquisition Department procedures. |
| | | | f | Coordinate the update of the bibliographic records for reformatted materials with the catalog department |
| 10 | WEEKLY | 5 | | MONOGRAPHIC BINDING |
| | | | a | Supervise the preparation of monograph binding shipments and coordinate these shipments with the serial Bindery Prep. Assistants. |
| | | | b | Train, supervise and review student monographic binding slip printing by ensuring binding instructions and, any volume prep work has been completed. |
| | | | c | Update item records with current Preservation note fields and codes. |
| 15 | DAILY | 6 | | PRESERVATION AND REPAIR ADMINISTRATION |
| | | | a | Supervise student packing and unpacking of serial and monograph binding shipments. |
| | | | b | Facilitate priority processing of materials for DDS, ILL and patron holds. |
| | | | c | Maintain online records of repairs and binding for statistical reports. |
| | | | d | Create, update and troubleshoot NT-CRT keyboard remapping for online processing of monographic materials, brittle book and ILL ordering. |
| | | | e | Establish and maintain online file of repair supply vendors. Inventory materials and supplies used in the Repair unit and submit orders as needed. |
| | | | f | Compile and record departmental bindery and repair statistics. |
| | | | g | Additional duties as assigned. |

18. DUTIES/TASKS

| % | Frequency | Duty | Task No. | Major Duties and Tasks |
|---|---|---|---|---|
| 50 | daily | 1 | | PRESERVATION DEPARTMENT MANAGEMENT |
| | | | 1 | Provide leadership and functional expertise for the Preservation Department. Responsible for maintaining currency in professional knowledge and applying this to initiate change as necessary to ensure timely, cost effective processing through new or improved departmental procedures. |
| | | | 2 | Manage the daily operations of the Preservation Department, supervising its activities including but not limited to: serials and monographic binding, physical processing, repair of materials, collection security, disaster recovery, environmental monitoring and preservation replacement according to established national and local policies and practices.<br>Manage work-flows to avoid backlogs, manage special projects providing additional and continuous staff training as appropriate and required. Identify and discuss procedural and workflow issues, special project needs and staff development, training and performance concerns with the AUL for Technical Services. Develop appropriate policies and practices as needed. |
| 20 | daily | 2 | | STAFF MANAGEMENT |
| | | | 1 | Perform staff management for 4.5 FTE staff and approximately ?fte student assistants. Activities include but are not limited to: managing staff time, setting assignments, training, staff development, performance evaluation, and managing student assistant operations for the department. |
| | | | 2 | Implement cross training to ensure backup throughout the department. |
| | | | 3 | Periodically review standards for staff performance, staff position descriptions, performance policies and procedures. Create or update where necessary. Periodically review procedures currently in place with staff to ensure consistency in application |
| 15 | daily | 3 | | PLANNING AND ASSESSMENT |
| | | | 1 | Responsible for short- and long-range planning for Departmental needs.<br>Implement plans for improvement and new initiatives. |
| | | | 2 | Collaborate in general planning and policy setting for the TS division.<br>As a Department Head within the Libraries, participate in the planning, developing, and managing of the Libraries' goals, objectives and services through membership in Library Council and other relevant UCI Libraries' committees and teams |
| | | | 3 | Ensure that the Preservation Department provides timely and cost effective access to materials by planning for and perform cost analysis of preservation tasks and conducting ongoing self-assessment in order to determine whether departmental processes are effective and efficient in meeting departmental objectives. |
| | | | 4 | Oversee the collection and production of data and reports. Perform analysis of data, organize and synthesize information in an efficient and accurate manner, prepare reports and present findings in easy to understand, meaningful formats that meet the information needs of the AUL for TS. |
| | | | 5 | Prepare budget, supply and equipment requests. |

## 19. SKILLS, KNOWLEDGES, AND ABILITIES

| Duty/Task NO. | SKILLS, KNOWLEDGES, AND ABILITIES | Selection Importance |
|---|---|---|
| Duty 1,3 | Demonstrated skill in preservation techniques, planning for, and management of, a specialized preservation department. | required |
| Duty 1,3 | Demonstrated ability to maintain a well-organized and efficient work area. | required |
| Duty 2 | Experience in staff supervision to include: hiring, training, evaluation, disciplinary actions, delegation of duties and allocation of workloads and workflows. | required |
| all | Ability to identify problems, gather data, analyze data, devise and evaluate solutions, make recommendations and implement selected solutions. | required |
| all | Ability to set priorities and complete projects to meet deadlines. | required |
| all | Ability to coordinate data from a variety of sources and systems and to integrate the data into meaningful, easy to understand reports. | required |
| all | Demonstrated skill to establish and maintain cooperative working relationships with library and university staff. Skill in interacting with persons of various social, cultural, economic and educational backgrounds. | required |
| all | Proficient writing skills in order to prepare factual memos and analytical reports. | required |
| all | Skill in working independently and following through on assignments with minimal direction. | required |
| all | Ability to function as a manager, fostering a fair and productive working environment. | required |
| all | Ability to maintain confidentiality of records and information. | required |
| all | Ability to maintain a positive attitude and contribute both as an individual and a management team member to achieve the goals of the Libraries. | required |

20. ______________________
Employee's Signature

______________________
Date

21. ______________________
Supervisor's Signature

______________________
Date

22. ______________________
Department Head's Signature

______________________
Date

## SKILLS, KNOWLEDGES, AND ABILITIES

| Duty/Task No. | SKILLS, KNOWLEDGES, AND ABILITIES | Selection Importance |
|---|---|---|
| | REQUIRED | (This column must be completed when recruitment is to take place.) |
| ALL | Knowledge of library practices and procedures. | |
| 1:e,2:a–d | Manual dexterity, skill, and ability sufficient to undertake book repair. | |
| 2:a-d | Extensive experience in book evaluation and repair. | |
| 2:c,3:b,4:a-b, 5:a-b | Skill in training, scheduling, assigning and reviewing work given to student assistants in the daily preparation and processing of library materials for binding repair, and brittle book searching. | |
| ALL | Abilities to meet deadlines while performing multiple duties | |
| 1:d,2:b,d,3:e,4: b,5d | Ability to analyze and solve problems relating to materials and procedures encountered in binding, preservation, and replacement processing. | |
| ALL | Ability to communicate clearly and interact with other departments and sections within the library as well as with patrons, students, and faculty. | |
| ALL | Skill in written communication. | |
| 3:a | Proofreading skills for reviewing and editing printed and online records. | |
| | Typing skill sufficient to operate typewriter and /or computer terminal keyboard. | |
| 3:c,d,4-5 | Ability to teach and troubleshoot the various software applications used in Preservation processing. | |
| 1:a,c,2:a | Experience preparing adhesive and other compounds used in book repair following formulas and guidelines. | |
| 3:a,e-f,4,5:a–d | Knowledge of automated systems, particularly ANTPAC and MELVYL, for searching, interpreting, and editing online serial check-in records and for general bibliographic searching. | |
| ALL | Detailed knowledge of serial, monographic, government documents, and other types of publishing formats. | |
| ALL | Detailed knowledge of book construction, including binding styles, paper types, adhesives etc. | |
| ALL | Ability to analyze information or situations and define problems, indentify relevant factors, formulate recommendations for action and present alternatives verbally or in writing. | |

20. ______________________
Employee's Signature

______________________
Date

21. ______________________
Supervisor's Signature

______________________
Date

22. ______________________
Department Head's Signature

______________________
Date

# McMaster University

# JOB DESCRIPTION

## Part B: Final Copy

(Revised January [illegible])

Transfer your responses from Part A: Working Copy to this Final Copy and forward the Final Copy to your Human Resources Office. The Working Copy should be kept for your files.

**JOB IDENTIFICATION**

Job Title: Library Preservation Specialist

Department: Preservation

Location: LB113

Telephone: 22080

Reports To (Title): Research Collections Librarian

Department: William Ready Division of Archives and Research Collections

Location: LB102/A

Telephone: 27369

**SUPERVISOR IDENTIFICATION**

Signature:

I.D. Number:

Date:

**EMPLOYEE IDENTIFICATION**

Surname, Initial(s):

I.D. Number:

**APPROVALS**

Director's or Chair's Signature:

Date:

Senior Reporting Officer's or Dean's Signature:

Date:

(Do Not Complete Shaded Area)
JOB EVALUATION RESULTS

Job Number: ____________________

Band: _______ Job Class: ____________

Evaluation Date: ____________________

☐ Vacancy - If yes: ☐ New job description or ☐ Old job description

☐ Re-evaluation ☒ Other: Please explain Library position review November 2001

## JOB SUMMARY

What would you say is the **primary purpose** of the job? Please summarize the **most important aspect** of the job.

To carry out, plan and supervise staff in the restoration and maintenance of rare books and archival material located in the William Ready Division of Archives and Research Collections and from other Ontario university libraries in the McMaster COOP.

What are the most important end results that are produced to accomplish this purpose? List the **end results** or **specific accountabilities** of the job. Do not list individual duties. Attach additional pages, to a maximum of two, if needed. For reevaluations or revisions to an existing job, please clearly indicate changes using bold type, asterisks, etc.

BEST COPY AVAILABLE

To repair and ensure the preservation of rare books and archival material held by Archives and Research Collections and university libraries involved in the COOP.

To maintain the William Ready Division's holdings (120,000 rare books, 3,974 periodicals, 10,750 linear ft. of archives; 9,984 microforms; 2,090 maps; and 1,324 items in audio-visual material form) so that they can be used and handled by staff, scholars, students, and future generations of researchers.

To monitor the environment in the Ready Division through thermo hyrdograph recorders to ensure that a consistent, acceptable temperature and humidity are maintained and to report unacceptable fluctuations to the Utilities Control Centre for correction.

To operate the COOP, thereby providing book restoration and paper repair to university libraries in Ontario.

To administer the Preservation Unit through training and supervising the staff, planning workflow, and ordering appropriate materials.

What **qualifications** are required to perform this job? If listing degrees, certificates, etc., include only those that are bona fide requirements for the job. Do not list assets that are not required to perform the job.

Education: Graduation from an accredited conservation program or a minimum of five years experience in this field is required, along with a minimum of three years supervisory experience in a conservation workshop. Experience in an academic library conservation unit and with hand-printed books would be an asset.

Experience: See above.

Knowledge/Skills:

Manual dexterity; mechanical aptitude (use of tools such as gold-finishing equipment, laminator, round-and-backing press, etc.); knowledge of various chemicals and their properties, ability to mix chemicals and make formulas; appreciation of cultural heritage and the integrity of historical artifacts as physical objects; technical knowledge associated with conservation; knowledge of temperature and humidity controls; familiarity with emergency planning; time management and organization; aesthetic appreciation in mounting a display; ability to convey information in laymen's terms, to supervise staff, and to get along well with fellow workers.

What information has been missed about the job? Please add any **additional information and/or comments** you think the reader should know about the job.

The incumbent is responsible for the conservation and restoration of a wide variety of materials (books, maps, photos, paper artifacts, etc.). Decisions on the treatment of books and archives are made on the basis of technical knowledge, experience, time and staffing restraints, and the historical and research significance of the artifact in relation to other artifacts requiring restoration. The position requires a thorough knowledge of all aspects of the structural, physical and design elements of the book through several centuries of development, together with the technical and craft skills to carry out the course of treatment decided upon. Decisions on treatment of archival material require a knowledge of traditional and modern papermaking together with the physical and chemical properties that cause deterioration of fibres. Decisions must be made and carried out on corrective measures such as paper washing, sizing, bleaching, de-acidifying, laminating, and encapsulating. While decisions on the items to be treated and the level of restoration work are determined in consultation with the Research Collections Librarian and the archival staff, the incumbent is solely responsible for the procedures used and for planning the work-flow of the unit. A considerable degree of initiative and independent action is required. Tact and expertise are necessary in advising library staff, the participants in the COOP and the public on care, treatment, and the handling of books and archives.

---

**SUPERVISING/DIRECTING EMPLOYEES**
**(Refer to question 20 from Part A: Working Copy)**

---

**What kind of formal supervising and/or directing of employees is generally required as part of the job?**

A. Does this job have any responsibility for the supervision or direction of other employees?

Yes ☒ No ☐

**If the answer to A was Yes, please answer questions B and C.**

B. What kind of supervision or direction does this job provide?

Put an X in any appropriate box. You may mark more than one box.

☒ Show employees how to do tasks
☒ Give advice and guidance on work procedures
☒ Assist in the training of other staff
☒ Establish work priorities and schedules
☒ Allocate staff to meet short-term fluctuations in work
☒ Allocate staff to meet long-term work requirement
☐ Assign work to ensure continuity of work flow
☐ Establish quality and quantity standards
☐ Ensure quality and quantity standards are met
☒ Discuss employees' work performance with subordinate supervisors
☒ Discuss work performance of subordinates with my supervisor
☒ Formally appraise employees' performance and discuss appraisal with them
☒ Recommend disciplinary action to my supervisors
☐ Recommend promotions and transfers
☒ Deal with work-related employee problems
☐ Authorize disciplinary action
☐ Authorize promotions and transfers
☒ Interview employees with attendance or performance problems
☒ Give an opinion to my supervisor in selection of new employees
☒ Interview candidates for vacant positions
☒ Select candidates for vacant positions
☐ Formally recommend changes in number and class of positions
☒ Recommend employees' annual merit increase(s)
☐ Authorize employees' annual merit increase(s)
☐ Other:

C. How many employees does this job supervise directly and indirectly?

Full-Time 1
Part-Time ______
Casual ______

## SUPERVISING/DIRECTING STUDENTS (RELATING TO THEIR STUDIES)
**(Refer to question 19 from Part A: Working Copy)**

---

**What kind of formal supervising and/or directing of students is generally required as part of the job?**
**This relates to supervising/directing students in areas relating only to their studies.**

A. Does this job have any responsibility for the supervision or direction of students?

Yes ☒ No ☐

**If the answer to A was Yes, please answer questions B and C.**

B. What kind of supervision or direction does this job provide?

Put an X in any appropriate box. You may mark more than one box.

- ☒ Show students how to perform tasks
- ☐ Explain proper study procedures
- ☐ Select and sequence course materials
- ☐ Organize in-class discussions, work groups and tutorials
- ☐ Organize out-of-class team projects and tutorials
- ☐ Comprehensive planning of project presentation and interaction
- ☐ Establish number types, sequencing, weight distribution of course assignments
- ☐ Set assignment contents and grading standards
- ☒ Discuss students' performance with teaching assistant and/or marker
- ☒ Discuss students' performance with Head or departmental committee
- ☐ Formally appraise students' performance and discuss appraisal individually with them
- ☐ Recommend disciplinary action to my supervisors
- ☐ Formally recommend disciplinary action
- ☒ Review course practice and organization and formally recommend change
- ☐ Discuss attendance and/or performance problems with individual students
- ☒ Provide written/oral evaluation of past and/or present students for purposes of further study or employment
- ☐ Interview and assess prospective students for programs and courses with or without specific entry requirements
- ☐ Exam supervision
- ☐ Thesis supervision
- ☐ Other:

C. How many students does this job supervise or direct?

Number 1

## University of Utah
## J. Willard Marriott Library
## Position Description

**Name:**
**Position Title:** Preservation Librarian
**Department:** Preservation
**Date:** 30 January 2001

**General Description:**

The position is the head of the Preservation Division which is responsible for maintaining the library's collections in usable condition for as long as possible. Reporting to the Assistant Director for Special Collections, the position directs the Preservation Division's personnel in preventive and remedial activities to preserve the Marriott Library's books, journals, maps, manuscripts, papyri, film-based media, and magnetic-based collections. The position is responsible for implementing policies and treatment procedures to achieve the greatest preservation benefit for the largest number of objects within the collection. The position is also responsible for directing library-wide exhibits and graphic displays.

**Duties and Responsibilities:**

1. Ascertains the library's preservation needs through assessments of the collections, facilities, and through interactions with the curators. Prioritizes the appropriateness of various preventive and remedial approaches by weighing factors of use, rates of deterioration (both physical and chemical), monetary and historical value, and the resources available to address the problem.

2. Establishes qualitative and quantitative performance standards for the Bindery Preparation Supervisor, Assistant Conservator for Circulating Collections, Conservator for Rare Books, Conservator for Manuscripts, Graphic Artist, and indirectly all other Preservation Department employees. Provides one-on-one mentoring as appropriate to ensure technical proficiency is maintained and improved.

3. Defines institution-wide protocols for book repair, conservation treatment, library binding, housing, replication, exhibition, interlibrary loan, storage, and disaster recovery of all library media. Organizes the Preservation Department's staff to respond efficiently and with appropriate care to the ongoing needs of these materials.

4. Distributes preservation services equitably throughout the library. Maintains monthly statistical records and annually prepares the library's ARL Preservation Statistics.

5. Directly and indirectly oversees the hiring, training, mentoring, and disciplinary actions for all Preservation Department personnel.

6. Is responsible for departmental budgets relating to salaries, commercial library binding, custom phased box manufacture, conservation supplies, office supplies, and capital equipment. Negotiates contracts with commercial vendors including, but not limited to: library binding, phased box manufacturing, and disaster recovery.

7. Monitors indoor temperature, relative humidity, and as appropriate, light, particulates,

and gaseous pollution. Establishes environmental standards to achieve optimal preservation of the library's collections within fiscal constraints. Coordinates closely with the Facilities Manager to achieve and maintain appropriate environmental conditions. Consults with Facilities Manager on building construction and renovation projects to provide technical recommendations on environmental control.

8. Investigates, develops, and implements innovative and useful approaches to improving departmental effectiveness and the quality of treatment and services Presaervation provides to the library.

9. Heads the library's disaster preparedness and materials recovery team. Coordinates the writing, updating, and implementation of the library's disaster plan relating to the recovery of library materials. Integrates the library's disaster plan with campus-wide emergency training.

10. Advocates library-wide methods for improving preservation of the collections within the broader mandate of providing prompt and courteous library access to patrons. Initiates educational programs to improve staff and patron awareness of preservation issues that affect the care and handling of library materials.

11. Oversees the maintenance of all departmental machinery and equipment. Establishes protocols to ensure safe employee handling of all biological hazards (mold; insects; contaminated material), chemicals, tools, and equipment germane to the department's operation.

12. Answers technical reference questions on preservation and disaster recovery issues to colleagues at the university as well as the public at large.

13. Directs library-wide exhibits and graphic displays.

**University of Utah**
**Marriott Library**
**Position Description**

**Position:** Assistant Conservator for Circulating Collections
**Department:** Preservation
**Name:**
**Updated:** 1 November 2001

**General Description:**

The position is part of the Preservation Department which is responsible for maintaining the library's collections in usable condition for as long as possible. Reporting to the Preservation Librarian, the position performs book and paper conservation for the library's circulating and reference book and map collections personally and through training of hourly staff. The position is responsible for implementing policies and treatment procedures to achieve the greatest preservation benefit for the largest number of objects within the collection.

**Duties and Responsibilities:**

1. Performs all types of repair techniques for the circulating book and map collections to a standard of quality and productivity established by the Preservation Librarian.

2. Oversees hiring, training, mentoring, and disciplinary issues for between eight and ten hourly technicians, as well as volunteers and interns, ensuring they maintain appropriate quotas and standards of quality.

3. Sorts damaged material for the purpose of defining appropriate treatment options for the circulating and reference book and map collections. Coordinates the computer-assisted tracking and storage of material such that it can be retrieved upon demand during treatment. Discharges treated material before it is returned to circulating status.

4. Maintains standards of repair for circulating book and map collections that are expeditious while supporting institutional requirements for long-term retention. Balances shop performance against library use patterns, distributing repair services appropriately and equitably to ensure maximum effectiveness of the preservation program throughout the library.

5. Oversees the preparation of books for photocopy duplication and checks collation of copied books prior to library binding. Prepares books for commercial library binding as appropriate.

6. Develops and maintains efficient patterns of work flow and procedures for

handling material such that work is retrievable while in the Preservation Department. Maintains condition and treatment reports and monthly statistical records for accountability (ARL statistics).

7. Maintains close working relationships with librarians and staff to ensure the collection's needs are appropriately addressed. Conducts collection and facility assessments to determine the preservation needs of the collection.

8. Investigates sources of equipment, materials of appropriate permanence and durability, and tools required to appropriately perform conservation treatment. Maintains accountability for supplies in terms of storage, use of off-cuts, and reordering.

9. Maintains a conducive work environment appropriate for the treatment of historically significant material. Trains and supervises staff, hourly employees, volunteers, and interns. Participates in maintaining overall lab cleanliness.

10. Maintains, or supervises the maintenance of, machinery and equipment. Helps supervise safe employee handling of various chemicals, tools and equipment.

11. Investigates, develops, and implements innovative and useful approaches to treatment, housing, and departmental organization to improve the library's conservation program.

12. In emergency situations, serves as a member of the Disaster Response Team under the direction of the Preservation Librarian.

13. Participates in special projects upon request where expertise in book and paper conservation is required, including, but not limited to designing and executing presentation bindings, enclosures, mats, and frames for special library projects.

14. In consultation with the Preservation Librarian, provides technical information on the preservation of materials, conservation referral, and disaster recovery to members of the library, university, city, and state as appropriate.

## University of Utah
## Marriott Library
## Position Description

**Position:** Bindery Preparation Assistant, Front Desk (Library Specialist, non-exempt)
**Department:** Preservation
**Name:**
**Updated:** 5 March 2001

**General Description:**

Under the direction of the Binding Supervisor, performs clerical and related library duties to process the library's commercial bookbinding shipment. This activity includes compiling and binding serials, and rebinding worn monographs.

**Duties and Responsibilities:**

1. Selects unbound monographs for commercial library binding.
2. Using Notis software, charges monographs and dissertations in and out of department and prepares them for commercial and in-house binding.
3. Using Utah Bookbinding Easy-Title 2000 software, creates titling information for all serials, monographs, and dissertations for the commercial library binder.
4. Performs receptionist duties for the Department, including: answering in-coming phone calls; receiving all visitors; screening everyone entering this secured area; distributing incoming mail to Departmental personnel.
5. Tracks and retrieves material while undergoing treatment to satisfy patron demand.
6. If called upon, provides training of hourly employees, volunteers, and interns as needed.
7. If called upon in emergency situations, serves as a member of the Disaster Response Team under the direction of the Preservation Librarian.
8. Produces velo-bindings, stiffens paperbacks, makes pads, folds phase boxes, and performs other various book repair techniques as needed.
9. Initiates and participates in maintaining overall lab cleanliness.
10. Participates in special book conservation projects on request.

**University of Utah**
**Marriott Library**
**Position Description**

**Position:** Conservator for Rare Books
**Department:** Preservation
**Name:**
**Updated:** 9 January 2002

**General Description:**

The position is part of the Preservation Department which is responsible for maintaining the library's collections in usable condition for as long as possible. Reporting to the Preservation Librarian, the incumbent performs book and paper conservation for the library's rare book collections, material characterized by its historical significance, high monetary value or both. The position is responsible for implementing policies and treatment procedures to achieve the greatest preservation benefit for the largest number of objects within the collection.

**Primary Responsibilities:**

1. Performs book conservation treatments for Special Collections rare books and General Collections locked case books to a standard of quality and productivity established by the Preservation Librarian.

2. Examines and documents in writing and with photographs (as appropriate) the current condition of rare and intrinsically valuable material. Recommends and then implements appropriate conservation procedures balancing issues of physical and chemical condition, physical structure or composition, and projected future use.

3. Develops and maintains efficient work-flow patterns and procedures for handling material such that work is retrievable while in the Preservation Department. Maintains condition and treatment reports and monthly statistical records for accountability purposes (ARL statistics).

4. Maintains close working relationships with other members of the Preservation Division. Oversees training and monitors quality control issues for hourly subordinates.

**Secondary Responsibilities as Assigned:**

5. Maintains close working relationships with the curators of the Rare Books, Middle East, Western Americana, Manuscripts, and Fine Arts Locked Case. Conducts collection and facility assessments to determine collection-wide preservation needs.

6. Investigates sources of equipment, materials of appropriate permanence and durability, and tools required to appropriately perform conservation treatment. Maintains accountability for supplies in terms of storage, use of off-cuts, and reordering.

7. Maintains a conducive work environment appropriate for the treatment of historically significant material. Trains and supervises staff, hourly employees, volunteers, and interns. Participates in maintaining overall lab cleanliness.

8. Maintains, or supervises the maintenance of, machinery and equipment. Helps supervise safe employee handling of various chemicals, tools and equipment.

9. Plans, designs and prepares material for exhibit, and helps install and de-install exhibits.

10. Investigates, develops, and implements innovative and useful approaches to treatment, housing, and departmental organization to improve the library's conservation program.

11. In emergency situations, serves as a member of the Disaster Response Team under the direction of the Preservation Librarian.

12. Participates in special projects upon request where expertise in book and paper conservation is required, including, but not limited to designing and executing presentation bindings, enclosures, mats, and frames for special library projects.

13. In consultation with the Preservation Librarian, provides technical information on the preservation of materials, conservation referral, and disaster recovery to members of the library, university, city, and state as appropriate.

# University of Utah
# Marriott Library
# Position Description

**Position:** Associate Conservator for Manuscripts
**Department:** Preservation
**Name:**
**Updated:** 5 March 2001

**General Description:**

The position is part of the Preservation Department which is responsible for maintaining the library's collections in usable condition for as long as possible. Reporting to the Preservation Librarian, the position performs paper conservation for the library's historically significant, often unique archival and photographic holdings. The position is responsible for implementing policies and treatment procedures to achieve the greatest preservation benefit for the largest number of objects within the collection.

Duties and Responsibilities:

1. Performs all types of paper conservation treatment (single-item, batch or mass) for the library's archival documents, maps, photographs, flat art on paper, and papyrus to a standard of quality and productivity established by the Preservation Librarian. Examines and documents in writing and with photographs (as appropriate) the current condition of rare and intrinsically valuable material. Recommends appropriate conservation options relative to the material's condition, historical significance, and projected future use.

2. Oversees and implements techniques to prevent damage to paper, vellum and papyrus collections including holdings maintenance, preparation of material for digitization, creation of custom housings for storage, and preparation of material for research use.

3. Maintains close working relationships with the curators of the Rare Books, Middle East, Western Americana, Manuscripts, University Archives, and Digitization departments. In conjunction with curators, conducts proactive collection assessments to prioritize collection needs.

4. Develops and maintains efficient patterns of work flow and procedures for handling material such that work is retrievable while in the Preservation Department. Maintains condition and treatment reports and monthly statistical records for accountability (ARL statistics).

5. Researches appropriate materials, tools, and equipment necessary to support Preservation Division activities. Investigates, develops, and implements

innovative and useful approaches to treatment, housing, exhibition, and departmental organization to improve the library's preservation program.

6. Trains and supervises staff, hourly technicians, volunteers, and interns as required. Helps maintain a conducive work environment appropriate for the treatment and exhibition of historically significant material.

7. Participates in maintaining overall lab cleanliness. Maintains, or supervises the maintenance of, machinery and equipment as appropriate. Helps supervise safe employee handling and use of various chemicals, tools and equipment.

8. Plans, designs, and prepares material for exhibition and loan, and helps install and de-install exhibits.

9. In emergency situations, serves as a member of the Disaster Response Team under the direction of the Preservation Librarian.

10. Participates in special projects upon request where expertise in book and paper conservation is required, including, but not limited to designing and executing presentation materials, enclosures, mats, and frames for special library projects.

11. In consultation with the Preservation Librarian, provides technical information on the preservation of materials, conservation referral, and disaster recovery to members of the library, university, city, and state as appropriate.

# Staff and User Education

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://orpheus.ucsd.edu/preservation/libcoll.html

# Care of Library Collections: A Role for Everyone

Preservation of collections is a means of providing continuing access to items in the libraries for as long as they are needed. To maintain this access, library staff at all levels must take responsibility for proper handling of library materials. Proper handling techniques and well-ordered library stacks serve as a positive example for library users. All library staff, including student employees, should follow these guidelines and assist in the preservation of the UCSD Libraries' collections.

## General

- Do not eat or drink while working with library materials. Food attracts pests, and spills cause permanent stains. Remind patrons who are eating or drinking of our food policy. Ask them to put away or dispose of food/drink items or offer to dispose of items for them.
- Refer items in need of repair to trained repair staff who will use proper techniques and supplies. Do not make repairs yourself. Minor repair problems can become major ones if neglected too long.
- When photocopying books, take care not to wrinkle pages. If a book is bound so that it resists being pressed flat, do not force it--settle for a less than perfect copy or use a copier that allows for draping the book over the edge of the photocopy surface.
- Do not use the following in library materials: Post-it Notes® metal paper clips, or bulky packets of processing papers. These items can be permanently damaging, leaving stains or tearing pages. Limit the use of rubber bands, preferring instead to tie fragile materials with cotton tape. Remove damaging items before shelving materials.
- Use a bookmark to mark your place. Do not turn down the corners of pages.

## Proper Handling Techniques

- Open new books carefully. Forcing the covers back can break a book's spine, especially if it is tightly bound.
- Apply date due slips and bar codes and add technical processing notes neatly and in the designated places on materials. Limit markings to those that are necessary.
- Use book trucks for sorting and transporting library materials whenever possible. Crates and bins do not provide proper support for materials. Clear book drops, tables, and unload boxes directly onto book trucks or shelving. Do not leave library materials stacked in piles on desks or on the floor.
- Place books on book trucks and shelving in an upright position with no other materials stacked on top. If a shelf is only partially full, keep books supported vertically. Lay large volumes flat on the shelf. Do not place books on their fore edges, even for a short time. This will weaken the binding.
- Properly balance distribution of items on book trucks and do not overload. This will make the truck easier to maneuver and prevent it from tipping over.

## Proper Shelving Techniques

- Shelve books vertically, supported by a bookend. Neither overcrowd nor loosely shelve books. Be careful not to accidentally "knife" the pages of a book with the edge of a bookend. Do not shelve books on their fore edges. This can cause the textblock to loosen from its case. Follow departmental procedures for items which cannot be shelved properly because of large size.
- Properly remove a book from the shelf by pushing volumes on either side back just far enough to grasp the one you need in the middle of its spine. Do not simply pull on the top of the spine as this will cause a weakening and eventual damage to the spine.
- Remove any trash, loose books, or extra bookends from the shelves.

## Other

- When assisting library users, take the opportunity to educate them on correct handling of library materials as outlined above.
- Watch for signs of mold and mildew or pest infestations. Refer affected materials to bindery and repair staff. Report pest problems to the preservation librarian.
- Be aware of environmental conditions. Immediately report to a supervisor or the preservation librarian noticeable changes such as high heat, humidity, low air flow, or sunlight hitting library materials.
- Watch for theft or mutilation of library materials and any instances of unauthorized access. Report incident immediately to the circulation supervisor or security guard.
- Immediately report signs of any potential disaster situations, such as dripping or standing water, overloaded electrical outlets, or blocked emergency exits.

---

**Your assistance in implementing these guidelines is critical to the care of the collections and the UCSD Libraries Preservation Program.**

*(Note: This handout is given to all new library employees. Copies may be obtained through the Preservation Department.)*

*PS 1455 (8/91)*

Return to Preservation Guidelines.

Return to Home Page

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://orpheus.ucsd.edu/preservation/borient.html

# Preservation of Library Collections: A Staff Education Program

### Julie A. Page, Preservation Librarian

Preservation education of staff and users was given high priority at UC San Diego by the Preservation Program Task Force. The Preservation Librarian and the Associate University Librarian (AUL) for Collections developed a 1-1/2 hour preservation orientation session which all library staff, including librarians, are required to attend. Attendance at the sessions fulfills a new "Skills and Knowledge" requirement added to most staff job descriptions. As of Fall 2001, over 500 staff and student employees have attended a session which are presented annually, or as needed to accomodate new staff.

The focus for the orientation sessions is the role and responsibility of each staff member in the UCSD Libraries Preservation Program. An overview of the Preservation Program, collections, and types of materials is presented, and the "natural enemies" of materials (e.g. heat, moisture) and "human abuse" (e.g. photocopying, book returns) are discussed. Sessions are informal and participatory, with table displays and handouts. Staff awareness of preservation issues is enhanced, which lays the groundwork for preservation education of library users.

---

## Preservation Orientation for UCSD Library Staff

In 1990, the UCSD Libraries endorsed the preservation training program, as outlined below, for all library staff. The orientation sessions were co-presented by the Preservation Librarian, Julie Page, and the Associate University Librarian for Collections, George Soete. Since 1994, the preservation librarian and the heads of the Acquisitions Department or Special Collections have conducted the training.

All staff members are required to attend a session. As a means of reinforcing the importance of preservation, there are two statements in staff job descriptions indicating their responsibility for preservation:

1. "Handles all library materials according to accepted library preservation practices as presented in library training sessions."
2. "General knowledge of library preservation principles."

For additional information on this training program, see "Preservation Orientation for Library Staff," *C&RL News* 55, no. 6 (June 1994):358-360.

### Program Outline

*Audience:* All full time and part-time staff.
*Frequency:* Quarterly until all staff have participated. Annually or semi-annually for new staff and as needed for "refresher".
*Length of presentation:* One and one-half hours.
*Content:* As outlined, with frequent use of actual examples and display of materials..
*Handout:* Care of the Library Collections: Your Role as Library Staff

I. Introduction

A. Objective of the orientation program is to increase awareness of preservation issues and suggest actual techniques to employ.
B. The value of our collections is intellectual, cultural, and monetary.

II. The Nature of Library Materials:

They are both durable and fragile. Treated well, they will last a long time.
A. Natural enemies
B. Human abuse

III. What UCSD is Doing in its Preservation Program

A. The Library's Preservation Program
B. Your part in the Preservation Program - you have control over these preservation actions
C. Additional ways you can assist the Preservation Program

Return to Preservation Guidelines.

Return to Home Page

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://orpheus.ucsd.edu/preservation/boriehan.html

# Care of the Library Collections: Your Role as Library Staff

**By handling books and journals with concern, you are actively preserving the Libraries' collections.**

- Use proper shelving and handling techniques
- Handle materials correctly at the photocopy machines
- Do not eat or drink when working with library materials
- Refer damaged material for proper repair
- Do not use metal clips, rubber bands, or Post-it Notes® improperly

**You can further assist the preservation effort by being aware of conditions that are damaging to the library materials and by helping to educate library users.**

- Help enforce the "No Food and Drink" policy
- Learn to identify materials in need of help (e.g. brittle paper, pests)
- Report potential disaster situations
- Be aware of environmental conditions
- Help educate users in what they can do to help preserve library materials

---

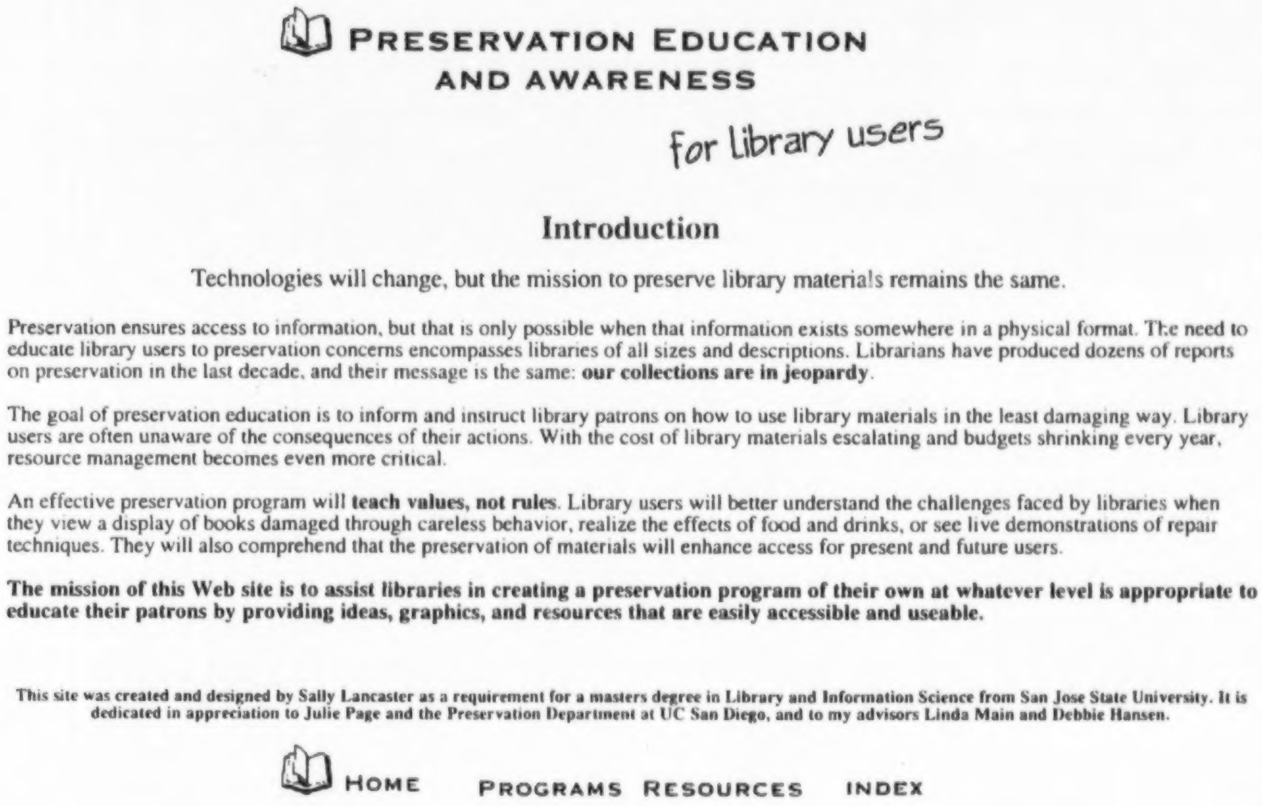
**We all have an individual role and responsibility to help preserve the Libraries' collections. Please join in the Preservation Program and help to make a difference!**

Return to Preservation Guidelines.

Return to Home Page

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://gort.ucsd.edu/preseduc/intro.htm



# PRESERVATION EDUCATION AND AWARENESS

for library users

## Introduction

Technologies will change, but the mission to preserve library materials remains the same.

Preservation ensures access to information, but that is only possible when that information exists somewhere in a physical format. The need to educate library users to preservation concerns encompasses libraries of all sizes and descriptions. Librarians have produced dozens of reports on preservation in the last decade, and their message is the same: **our collections are in jeopardy**.

The goal of preservation education is to inform and instruct library patrons on how to use library materials in the least damaging way. Library users are often unaware of the consequences of their actions. With the cost of library materials escalating and budgets shrinking every year, resource management becomes even more critical.

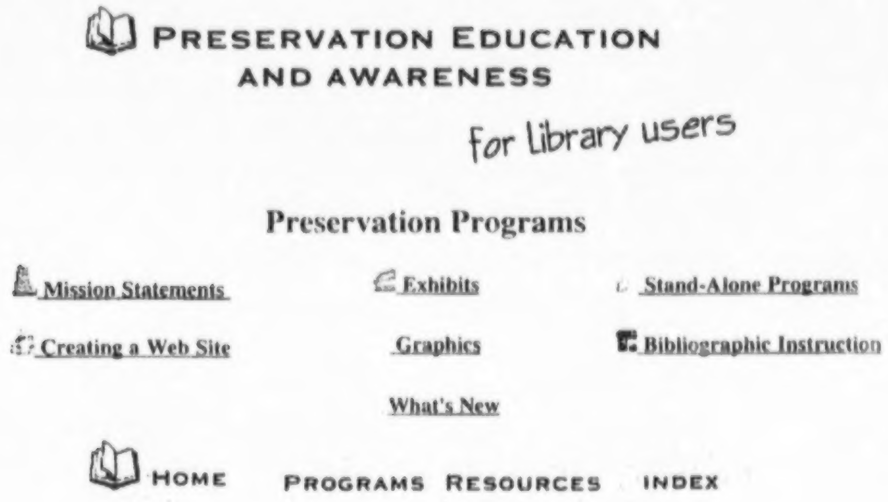
An effective preservation program will **teach values, not rules**. Library users will better understand the challenges faced by libraries when they view a display of books damaged through careless behavior, realize the effects of food and drinks, or see live demonstrations of repair techniques. They will also comprehend that the preservation of materials will enhance access for present and future users.

**The mission of this Web site is to assist libraries in creating a preservation program of their own at whatever level is appropriate to educate their patrons by providing ideas, graphics, and resources that are easily accessible and useable.**

**This site was created and designed by Sally Lancaster as a requirement for a masters degree in Library and Information Science from San Jose State University. It is dedicated in appreciation to Julie Page and the Preservation Department at UC San Diego, and to my advisors Linda Main and Debbie Hansen.**

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://gort.ucsd.edu/preseduc/contents.htm



# PRESERVATION EDUCATION AND AWARENESS

for library users

## Preservation Programs

Mission Statements

Exhibits

Stand-Alone Programs

Creating a Web Site

Graphics

Bibliographic Instruction

What's New

HOME PROGRAMS RESOURCES INDEX

# PRESERVATION EDUCATION AND AWARENESS

for library users

## Resources

**The following list is a selection of resources in both print and electronic format that will be useful in creating a preservation education program.**

Preservation Web Sites @ Videos @ General Information

**Recommended Reading:**

Creating a Web Site @ Exhibits @ Stand-alone Programs

HOME PROGRAMS RESOURCES INDEX

UNIVERSITY OF CALIFORNIA, SAN DIEGO

http://gort.ucsd.edu/preseduc/alphindx.htm

## Alphabetical Index

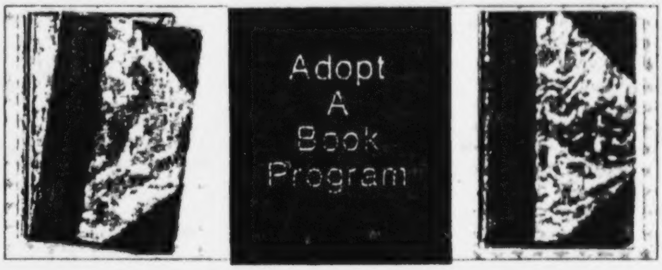
**A**
Audiovisual Materials
**B**
Bibliographic Instruction
Book Snake
Bookmaking
Bookmarks
**C**
Color Wheel
Comments and Questions
**D**
Design Elements and Principles
Display Rules
**E**
Exhibit Preparation
Exhibits in the Library
Exhibits, examples of
**F**
Flyers
**G**
Girl Scouts Books Badge
Graphics
**H**
Handouts
Hands-on Workshops
**I**
Introduction
**M**
Mission Statements
Mutilation of Books and Journals
**O**
Open House
**P**
Paper art
Papermaking
Posters
Preservation Awareness Week
Programs
**R**
Recommended Reading
Resources
**S**
Signs and Posters
Stand-alone Programs
**V**
Videos
**W**
Web Sites, Creating
Web Sites, Educational Pages
Web Sites, Preservation
Workshops

Top

HOME PROGRAMS RESOURCES INDEX

CWRU University Library Preservation Department

## ADOPT A BOOK PROGRAM



The Adopt A Book Program allows you to save, through your sponsorship, important damaged and brittle books from the CWRU University Library

As you know, world-class research libraries such as CWRU's University Library, include thousands of older books with fragile, breaking pages as well as heavily used newer materials that have sustained structural damage and need some type of repair in order to continue circulating.

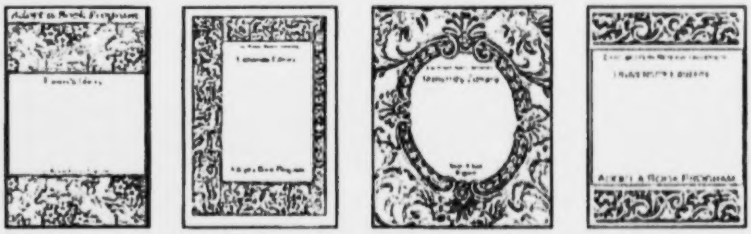
Your tax-deductible donation can make a difference.

**Click here to Adopt a Book Today**

- $25- Provides minor repair such as tightening of loose hinges, repair of torn pages, or replacement of a book's damaged binding.
- $50- Deacidifies one book by neutralizing the acid that weakens paper, eventually causing pages to break. This treatment extends the shelf-life of an acidic book up to four times longer than that of an untreated book. Your donation can also provide an acid free enclosure to house fragile library materials.
- $100- Sponsors the major repair of a damaged book needing extensive work by a department conservator.
- $250- Reformats a fragile (brittle) book through creation of microfilm, digital images, or a bound acid-free photocopy.
- $500-Funds a complete restoration of a valuable early imprint; may include gilded leather and vellum bindings.

**All Adopt a Book Members will receive:**

- An official letter of recognition
- A special bookmarker designed by the Library's staff
- Before and After photos of the adopted volume
- A choice of bookplates to be placed in the preserved title(s).



Please direct any questions or comments to: The Preservation Department, (216) 368-3465, sxg7@po.cwru.edu

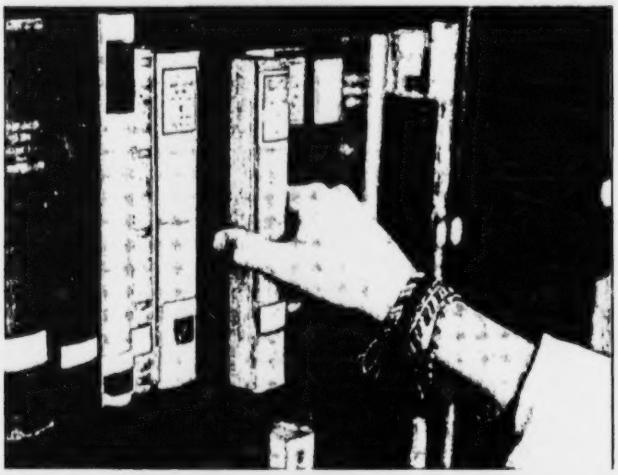
BEST COPY AVAILABLE

CWRU University Library Preservation Department

## PRESERVATION EDUCATION

Help keep the University Library collections in good condition!

- Remove books from the shelf by grasping both sides of the center of their spines instead of pulling them out by the top (headcap).



- Use thin bookmarks instead of bending page corners or inserting pencils, etc. Post-It Notes are a great invention, but they leave adhesive that causes damage!
- Photocopy or take notes to preserve the clarity of the printed page for others to use. Do not underline, highlight or write in library materials.
- Use the special "book-edge" on photocopiers to copy into page margins with less pressure and damage to book spines.
- Tearing, slicing or cutting out pages, or deliberately damaging library materials is vandalism-and is a crime.
- Use the free plastic library bags offered at the library's Main Service Desk to transport books and protect from the elements. Books jammed into backpacks or book bags suffer weakened spines, damaged covers, and torn pages.
- Place library materials out of the reach of small children and pets.
- Give damaged materials you have used to library staff for repair or replacement.
- Observe the Library's Food and Drink policy. Protect *your* materials!

Please direct any questions or comments to: The Preservation Department, (216) 368-3465, sxg7@po.cwru.edu

Preservation Homepage | Policies | Damaged Items | Brittle Book Management
Digitized Books | Physical Environment | Emergency Procedures

**EuclidPLUS · OhioLINK · Contact Us · Forms · Site Search · Computing Help**

**HELP KEEP THE UNIVERSITY LIBRARY COLLECTIONS IN GOOD CONDITION!**

- Remove books from the shelf by grasping both sides of the center of their spines instead of pulling them out by the top. (headcap)
- Use thin bookmarks instead of bending page corners or inserting pencils, etc. Post-It Notes are a great invention, but they leave adhesive that causes damage!
- Photocopy or take notes to preserve the clarity of the printed page for others to use. Do not underline, highlight or write in library materials.
- Use the special "book-edge" on photocopiers to copy into page margins with less pressure and damage to book spines.
- Tearing, slicing or cutting out pages, or deliberately damaging library materials is vandalism–and is a crime.
- Use the free plastic library bags offered at the library's Main Service Desk to transport books and protect from the elements. Books jammed into backpacks or book bags suffer weakened spines, damaged covers, and torn pages.
- Place library materials out of the reach of small children and pets.
- Use common sense whenever handling library materials.
- Observe the Library's Food and Drink policies. Protect *your* materials!

***MORE QUESTIONS?***

***Call or visit the Preservation Department***
***Monday–Friday, 8 a.m.- 4 p.m.***
***Kelvin Smith Library***
***Room LL-23***

***368-3465***

***Visit our website at:***
***www.cwru.edu/UL/preserve/preserve.htm***

***Comments, email (sxg7) are always welcome!***

Cover illustration by Gene Epstein (2001)

CWRU

# UNIVERSITY LIBRARY

## PRESERVATION DEPARTMENT

www.cwru.edu/UL/preserve/preserve.htm

***Preserving materials***
***and insuring access***
***for the researchers***
***of today and tomorrow***

ENHANCE THE PHYSICAL CONDITION OF LIBRARY COLLECTIONS IN ALL FORMATS

•

REPAIR AND REPLACE NEEDED DAMAGED MATERIALS

•

EDUCATE USERS OF LIBRARY RESOURCES TO LIMIT PREVENTABLE DAMAGE TO MATERIALS

•

PROVIDE GREATER ACCESS

CASE WESTERN RESERVE UNIVERSITY

## ANSWERS TO FREQUENTLY ASKED LIBRARY PRESERVATION QUESTIONS

**Q: What does the University Library Preservation Department do?**

A: The Preservation Department is responsible for keeping the University Library collections in good physical condition and available for use for as long as possible. Damaged items are repaired or replaced, the correct environment is maintained in the library, and staff and patrons are educated to limit preventable damage to collection materials.

**Q: I feel too cold in Kelvin Smith Library! Why isn't it warmer?**

A: The temperature of Kelvin Smith Library is maintained at 68-72 degrees, with a relative humidity of 40-55%. Cooler temperatures and stable, lower humidity significantly increase the longevity of paper, film, and magnetic-based collections housed in the library. These conditions are critical for preserving the collections for future generations of students and researchers. The temperature is comfortable for most users-please remember to bring along a sweater if you feel too cold!

**Q: Why are the 3d floor window shades in the book stack area fixed in a closed or partially closed position?**

A. All visible light, especially the higher UV levels present in natural light, causes deterioration and fading of cloth, leather and paper based materials. The added warmth of the sunlight also increases the rate of their deterioration. When using study carrels in the book stacks, please help protect the collection by remembering to close the window shade next to your study area before you leave!

**Q: Why is there a limited food and drink policy in the library?**

A: Food and liquids attract insects and rodents that eat paper, glue, cloth and leather. Spilled liquids, including water, cause staining, mold growth, and warping of cloth and paper and can severely damage computers! Food and grease on hands transfer to furniture, equipment, and library materials. Protect your belongings, as well as library materials, by consuming approved foods in designated food areas only and keep all liquids in covered containers. Our investment in collection materials is substantial and we require users to comply in its protection.

**Q: What does it mean when the catalog says the item I need is "BRITTLE"?**

A: Books identified with fragile, breaking and yellowed paper have a status of "BRITTLE" in the catalog. Modern paper-making processes (post 1850) using ground wood pulp and acidic sizing contribute to deterioration from acid hydrolysis. Just opening and turning the pages of a brittle book can cause its paper to break off and crumble, thereby losing printed information. Brittle items are often preserved through reformatting or limiting their use and are retained in a colder, darker environment at University Storage on Cedar Avenue or at Iron Mountain facility in Pennsylvania.

**Q: Can I still use or borrow a book marked "BRITTLE"? How do I get it?**

A: *Brittle books can be requested from University Library Storage or Iron Mountain Storage and retrieved for library use.* Often a reformatted version of the book (reprint, photocopy, microform, or digital version) is in the catalog and available in the library. If not, or if the original is needed, use an Access Services Interlibrary Request Form and indicate UL Storage Retrieval. Retrieval Service is available Monday-Friday. For same-day service, staff members can fax the request to UL Storage. Requests received prior to 3:OO P.M. are retrieved by 5:00 P.M. Books located at Iron Mountain will be delivered by the next business day. Access Services Request forms are at the Main Service Desk, the Reference Desk, or on the web.: (www.cwru.edu/UL/forms/storage-index.html); (www.cwru.edu/UL/forms/ironindex.html) Users are also welcome to use brittle items at UL Storage on Cedar Avenue. Hours are 1-4 P.M., Monday-Friday, by appointment only.

**Q: The on-line catalog says the book I need is "IN REPAIR" How can I get it and how long will it take?**

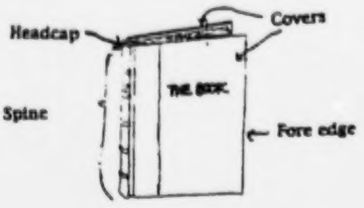
A: The majority of books are repaired and available within 2-3 weeks. Repair or replacement time can vary from one day to one year, depending on the book's condition and treatment needs. ***Request books with a catalog status of "IN REPAIR" through OhioLINK.*** If not available in the OhioLINK Central Catalog, request it through Interlibrary Loan. If the book is needed immediately, the Preservation Department (368-3465) will locate it and if possible, arrange in-library use.

***NOTE: If "BRITTLE" or "IN REPAIR" items are valuable for your research and you feel routine use is warranted, please ask Circulation or Reference staff to alert the Preservation Department. Consideration and efforts will be made to provide such items in a more serviceable format.***

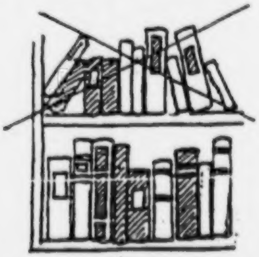
**Q: An item I want to use or have finished using is falling apart or has missing pages. What should I do?**

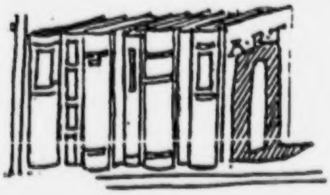
A: Take the book to the main service desk and inform staff of the damage. They will send it to Preservation for repair. If you discover a damaged reference book, please take it to the Reference Desk. Reference items are repaired on a RUSH basis to facilitate use. Missing pages are replaced by Preservation, if obtainable.

# GENERAL GUIDELINES FOR HANDLING & SHELVING BOOKS IN THE STACKS AND ON BOOK TRUCKS

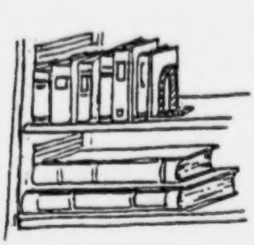


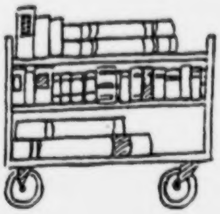
- Shelve normal-sized books in an upright position. Use bookends to hold them in position. Books that are leaning against each other can cause damage to the covers and book structure



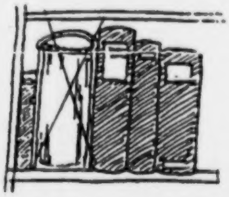


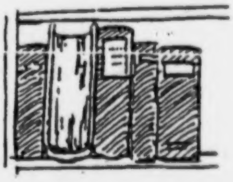
- Oversized books should be shelved either upright, flat (no more than 3 to a shelf with the largest volume on the bottom,) or with the spine DOWN, including on book trucks. On trucks, flat oversized books should be on the bottom shelf of the cart.





- NEVER place books on their fore-edge, even for a short period of time when shelving. The weight of the text-block will pull the book out of the case. If a book will not fit on the shelf in an upright position, either give it to Tech Service staff to change the location to "Lge" or shelve it with its spine DOWN.





## DAMAGED MATERIALS

**PLEASE DO NOT RE-SHELVE: PLACE ON "DAMAGED SHELF" AT THE MAIN DESK**
**GIVE ONLY BOOKS THAT HAVE RECENT USE TO THE DEPARTMENT**

- **DAMAGED BOOKS THAT HAVE RECENTLY CIRCULATED**
- **DAMAGED JOURNALS**
- **DAMAGED REFERENCE MATERIALS**
- **BROKEN OR DAMAGED MICROFILM OR FICHE**
- **BROKEN OR DAMAGED VIDEOTAPES**
- **SCRATCHED OR DAMAGED CDs, PHONORECORDS, CASSETTES, DVDs**

**EXAMPLES OF DAMAGED MATERIALS INCLUDE:**

Books or journals with detached or torn spines

Books or journals with the top of the spine (headcap) badly torn

Books or journals pulled out of their cases or very loose in their cases

Books or journals with torn pages or pages coming out (Do not allow books to circulate)

Books or journals with brittle, breaking paper (Do not allow books to circulate)

Books or journals that have been squashed in the shelving units

Microfilm (or fiche) that is broken, tearing, warping, bubbling, or no longer readable or is housed in a broken, deteriorated box or on a damaged plastic reel

Videos and cassettes that have crinkled strips, will not play or re-wind, or have broken tape or cases

CDs that do not play

Phonorecords excessively scratched or warped

**IF A PATRON NEEDS SOMETHING RIGHT AWAY OR IF A DAMAGED BOOK HAS BEEN REQUESTED BY OhioLINK, BRING IT IMMEDIATELY TO PRESERVATION FOR RUSH REPAIR OR CIRCULATION DECISION**

# STAFF GUIDELINES FOR HANDLING OF LIBRARY MATERIALS

## FOOD AND DRINK

Please do not eat or drink near the materials you are processing or near your computer. Move them out of harm's way when you eat or drink at your work area.

## PLANTS

Keep all trucks of books away from live potted plants in the Arc area. There has been trouble in the past with an insect-infested plant dripping sap on carts of books placed under it. Plants can harbor mold spores in their soil and attract insects that sometimes also eat paper. Report any unhealthy-looking plants or evidence of insects to Library Administration.

## UNPACKING BOOKS

Many newly arriving books are damaged by staff members opening the tape on the shipping box by deeply slicing straight down with the knife, cutting the cover of a book inside. Use only the tip of the blade, just enough to go through the tape. Make sure to cut at as close an angle to the top of the box as possible, never straight down.

## OPENING A NEW BOOK

Open a new book carefully. Many new books arrive with adhesive gluing together one or more pages. If pages threaten to begin tearing when opening, please bring them to the Preservation Department. We will free the pages for you with a minimum of damage to the paper.

## ITEMS ARRIVING WITH LOOSE PARTS, DISKS, MAPS OR CHARTS, ERRATA SLIPS

Give any item arriving with loose parts to the Preservation Department before processing. We will make pockets for disks and loose parts or tip-in extra slips or pages and return them to you the same day.

## CLIPS

Please use plastic clips, not metal, or insert loose processing material at the front of a book. This will avoid damage to the book's spine from thick material inserted in the middle and will prevent paper tears.

## BOOKMARKS

Do not insert pencils or other thick objects to mark a place in the book. They will damage the spine. Use thin pieces of paper to mark your place. Non-abrasive cotton weight bags ("snakes") can be obtained if you need to keep a book open without using your hands.

### POST-IT NOTES, TAPE

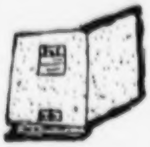
Post-it notes and tape should never come in contact with any part of a book. They have been found to leave behind sticky, hard to remove adhesive. Please insert slips of plain paper to make notes.

### GLUE STICKS

Glue sticks are very convenient and neat to use, but items glued with glue sticks do not stay attached for very long. Use adhesive provided by the Preservation Department for gluing gift plates, etc.

### DATE DUE SLIPS, BAR-CODES

Place slips and barcodes on the last blank page before the cover. If the endpapers have information or illustrations, place them on the previous page.



### TARGETS

Open the book and carefully and GENTLY insert the target strip in the spine. If there is any resistance, if the book is a "tightback" or you have to force the strip, it should NOT be placed in the spine. Use instead one of the last pages of the text as close as possible to the inner margin. Do not put strips in the beginning or middle of a text.

### DISKS AND CD's

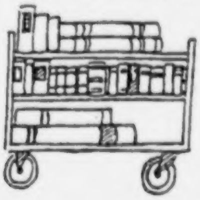
If possible, write any labels out BEFORE applying to disks. If a label is already on a disk, use felt-tip pens ONLY to write with minimum pressure. Hold CD's by their edges only.

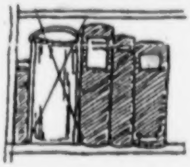
### MICROFILM AND FICHE

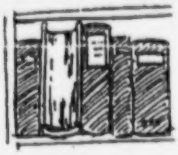
Hold film and fiche by the edges, or by the leader strip at the beginning of the reel of film. Do not touch the front or back of the film or fiche.

### BOOK TRUCKS

Please place books on trucks standing on end with a firm support on either side. If a book is too large to stand on end, lie it flat or on it's spine. DO NOT PLACE BOOKS ON TRUCKS WITH THE SPINE UP AS THE WEIGHT OF THE TEXT WILL PULL THE BOOK AWAY FROM ITS CASE.





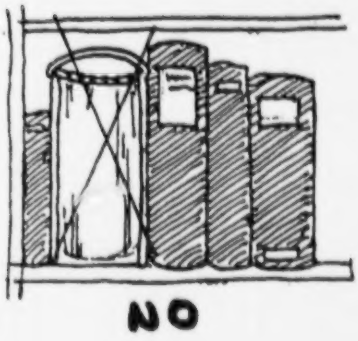


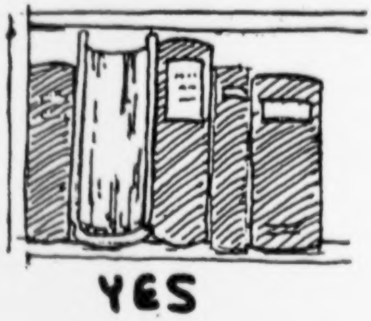
If you are moving books via elevator, lift up on the end of the book truck as it rolls over the bump into the elevator so the books will not jar and fall. Be careful in the area on the first floor in front of the elevators-the uneven marble floor can bounce books right off a book truck!

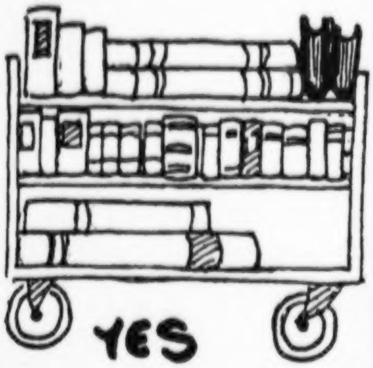
**Please do not place books on trucks or shelve books with the spines up. In a very short time, especially with large or heavy books, the weight of the text block hanging down pulls the text from the cover. Please place them in a vertical position, lying flat, or with the spine DOWN.**

**Thank you for helping to prevent damage to the collections.**

**ThePreservation Dept.**







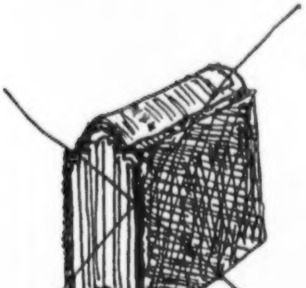
## PACKING BOOKS FOR REMOTE STORAGE

Many books being transferred to Iron Mountain are already in a fragile, damaged condition. Further damage to these books can be avoided by following these basic guidelines.

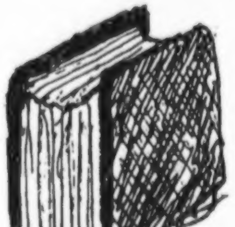
**BOOKS SHOULD BE PACKED TO FIT EASILY INTO BOXES. DO NOT FORCE BOOKS INTO A BOX.** Books should be packed as tightly as possible WITHOUT using noticeable effort to push them into place. It is better to have a slight play in the box than to have them crammed in too tightly. The lids of the boxes will not fit well if the box is distorted by too many books pushing out the walls.

Books should be placed in boxes either flat, standing vertically, or with their spines DOWN. Under no circumstances may a book be placed spine-up in the box as the weight of the text block pulls the book from its binding in this position even in a short period of time.

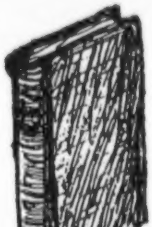
**The most efficient way to pack the boxes is to pack the books in a flat (horizontal) position, largest books on the bottom, and then fill in the sides with books standing vertically or spine down. Books should be packed as close as possible to the top of the boxes but NEVER OVER THE TOP.**



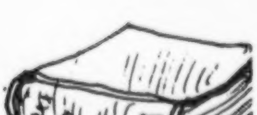
NO



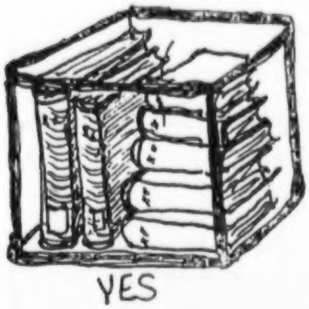
YES



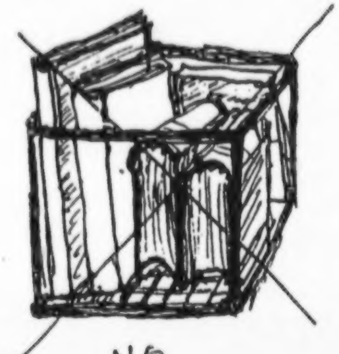
YES



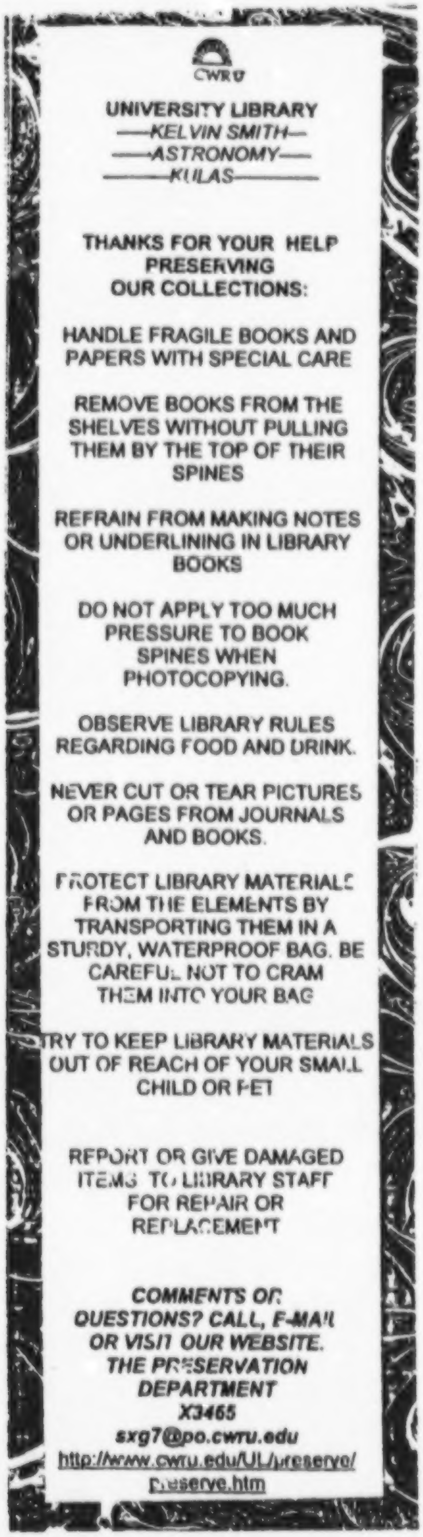
YES



YES



NO



CWRU

**UNIVERSITY LIBRARY**
*—KELVIN SMITH—*
*—ASTRONOMY—*
*—KULAS—*

**THANKS FOR YOUR HELP PRESERVING OUR COLLECTIONS:**

HANDLE FRAGILE BOOKS AND PAPERS WITH SPECIAL CARE

REMOVE BOOKS FROM THE SHELVES WITHOUT PULLING THEM BY THE TOP OF THEIR SPINES

REFRAIN FROM MAKING NOTES OR UNDERLINING IN LIBRARY BOOKS

DO NOT APPLY TOO MUCH PRESSURE TO BOOK SPINES WHEN PHOTOCOPYING.

OBSERVE LIBRARY RULES REGARDING FOOD AND DRINK.

NEVER CUT OR TEAR PICTURES OR PAGES FROM JOURNALS AND BOOKS.

PROTECT LIBRARY MATERIALS FROM THE ELEMENTS BY TRANSPORTING THEM IN A STURDY, WATERPROOF BAG. BE CAREFUL NOT TO CRAM THEM INTO YOUR BAG

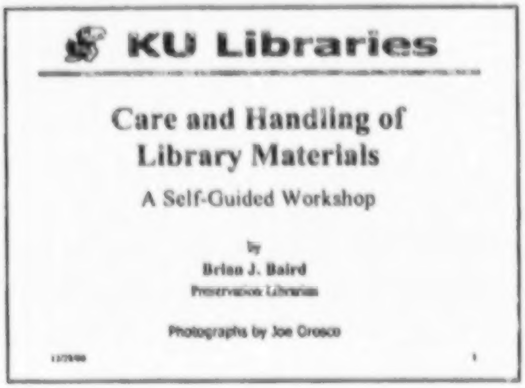
TRY TO KEEP LIBRARY MATERIALS OUT OF REACH OF YOUR SMALL CHILD OR PET

REPORT OR GIVE DAMAGED ITEMS TO LIBRARY STAFF FOR REPAIR OR REPLACEMENT

***COMMENTS OR QUESTIONS? CALL, E-MAIL OR VISIT OUR WEBSITE.***
***THE PRESERVATION DEPARTMENT***
***X3465***
***sxg7@po.cwru.edu***
***http://www.cwru.edu/UL/preserve/preserve.htm***

UNIVERSITY OF KANSAS

http://www2.lib.ku.edu/preservation/CareHandling/index.htm



## KU Libraries

### Care and Handling of Library Materials

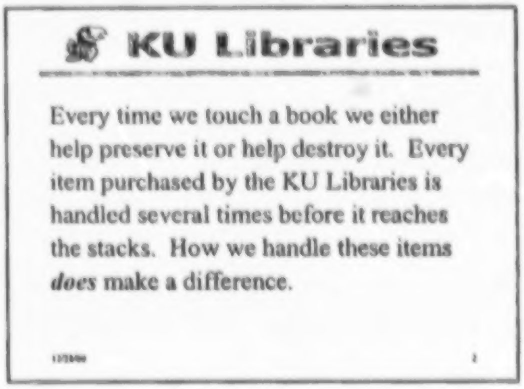
A Self-Guided Workshop

by

**Brian J. Baird**

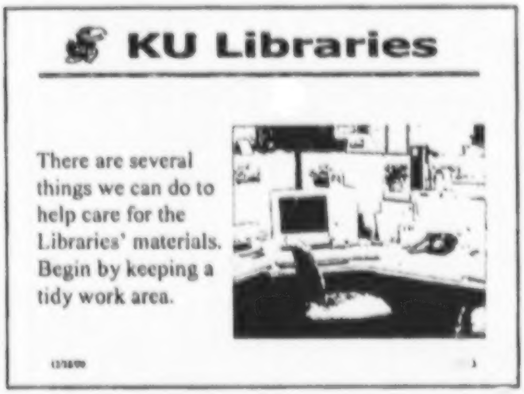
Preservation Librarian

Photographs by Joe Orosco



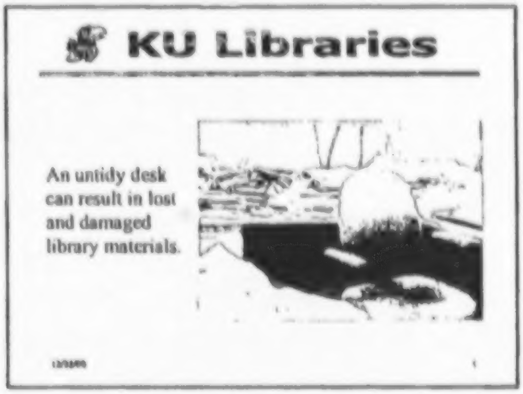
## KU Libraries

Every time we touch a book we either help preserve it or help destroy it. Every item purchased by the KU Libraries is handled several times before it reaches the stacks. How we handle these items *does* make a difference.



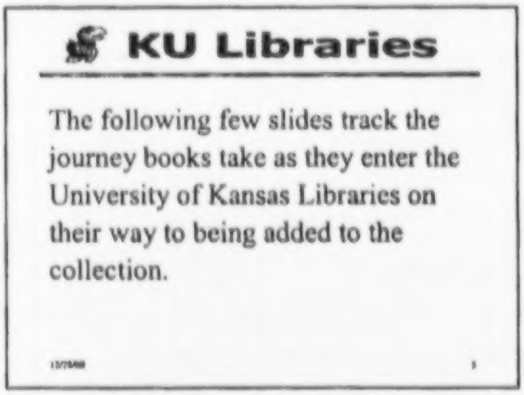
## KU Libraries

There are several things we can do to help care for the Libraries' materials. Begin by keeping a tidy work area.



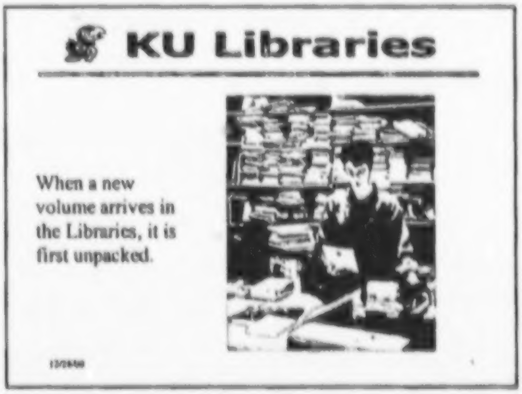
## KU Libraries

An untidy desk can result in lost and damaged library materials.



## KU Libraries

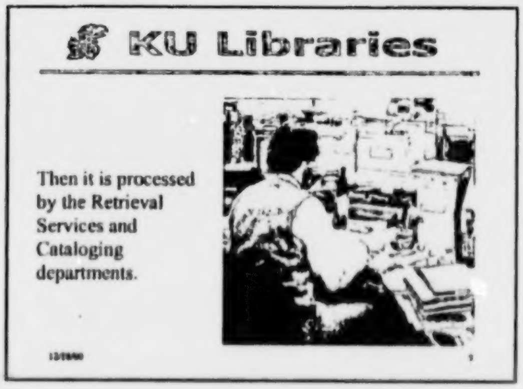
The following few slides track the journey books take as they enter the University of Kansas Libraries on their way to being added to the collection.



## KU Libraries

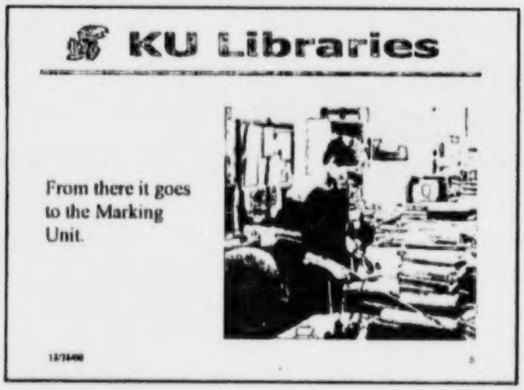
When a new volume arrives in the Libraries, it is first unpacked.

BEST COPY AVAILABLE



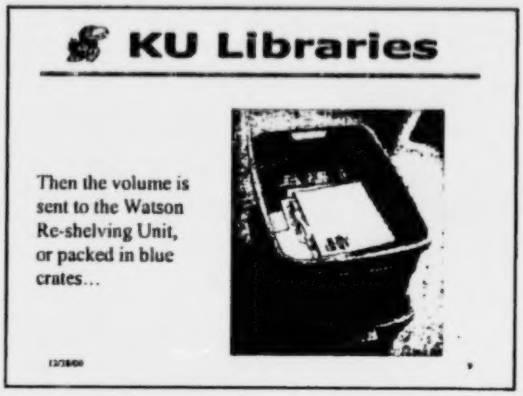
## KU Libraries

Then it is processed by the Retrieval Services and Cataloging departments.



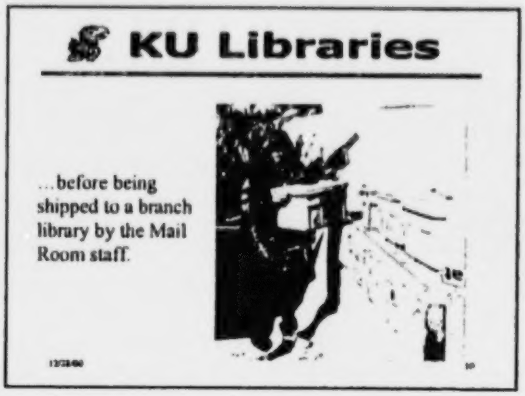
## KU Libraries

From there it goes to the Marking Unit.



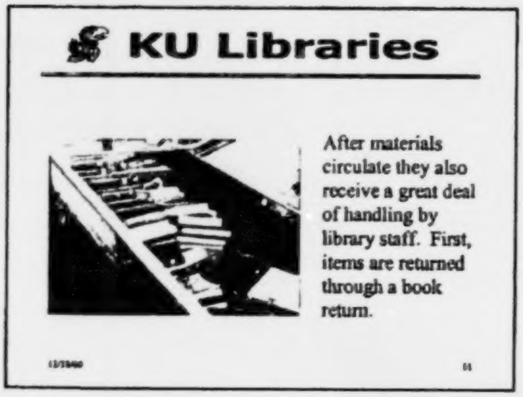
## KU Libraries

Then the volume is sent to the Watson Re-shelving Unit, or packed in blue crates…



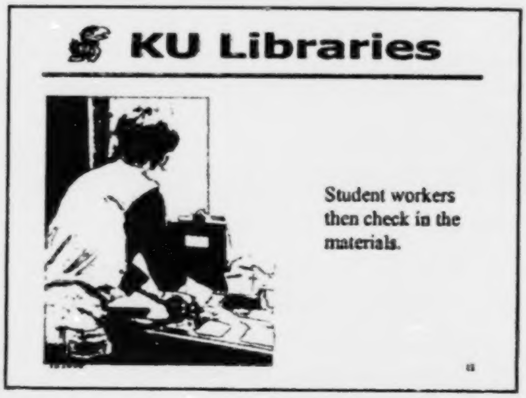
## KU Libraries

…before being shipped to a branch library by the Mail Room staff.



## KU Libraries

After materials circulate they also receive a great deal of handling by library staff. First, items are returned through a book return.



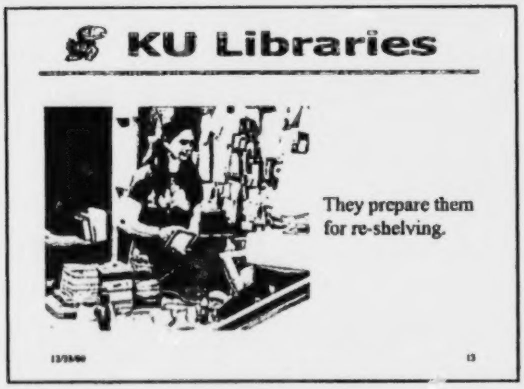
## KU Libraries

Student workers then check in the materials.

BEST COPY AVAILABLE

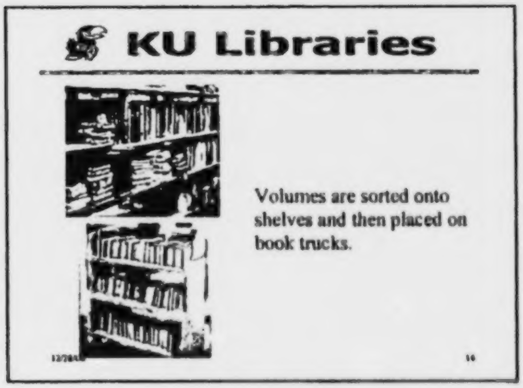
UNIVERSITY OF KANSAS

http://www2.lib.ku.edu/preservation/CareHandling/index.htm



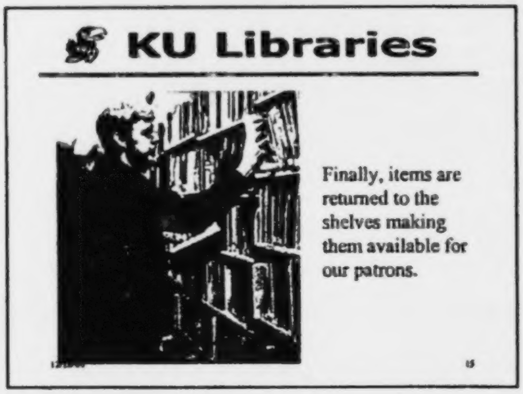
### KU Libraries

They prepare them for re-shelving.



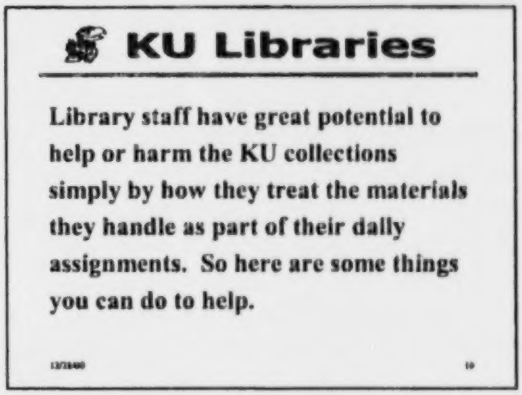
### KU Libraries

Volumes are sorted onto shelves and then placed on book trucks.



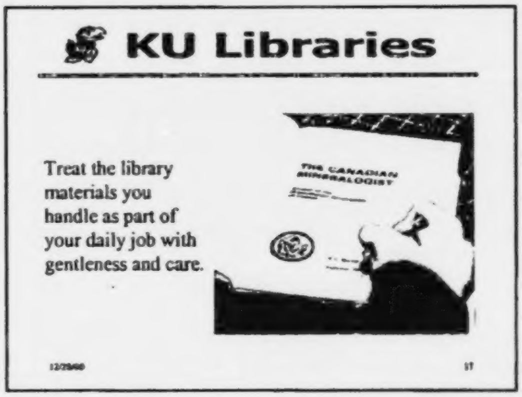
### KU Libraries

Finally, items are returned to the shelves making them available for our patrons.



### KU Libraries

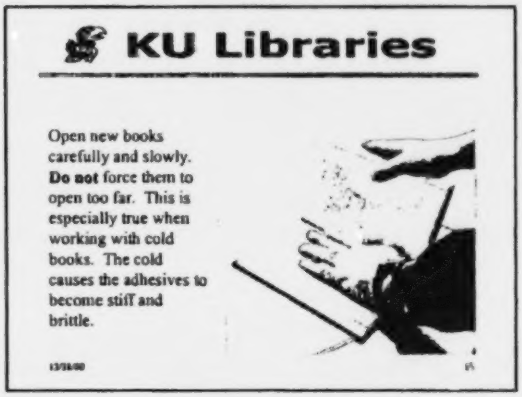
**Library staff have great potential to help or harm the KU collections simply by how they treat the materials they handle as part of their daily assignments. So here are some things you can do to help.**



### KU Libraries

Treat the library materials you handle as part of your daily job with gentleness and care.

THE CANADIAN MINERALOGIST



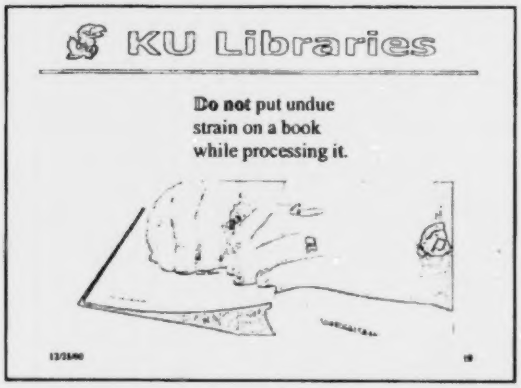
### KU Libraries

Open new books carefully and slowly. **Do not** force them to open too far. This is especially true when working with cold books. The cold causes the adhesives to become stiff and brittle.

BEST COPY AVAILABLE

UNIVERSITY OF KANSAS

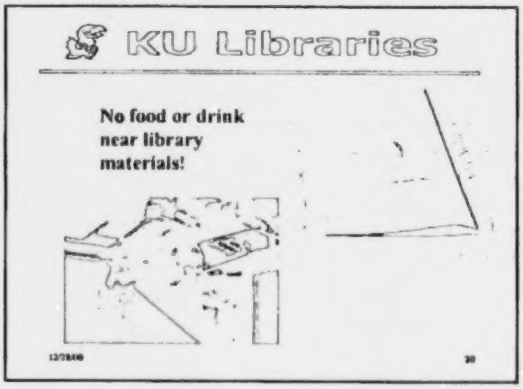
http://www2.lib.ku.edu/preservation/CareHandling/index.htm



### KU Libraries

**Do not** put undue strain on a book while processing it.

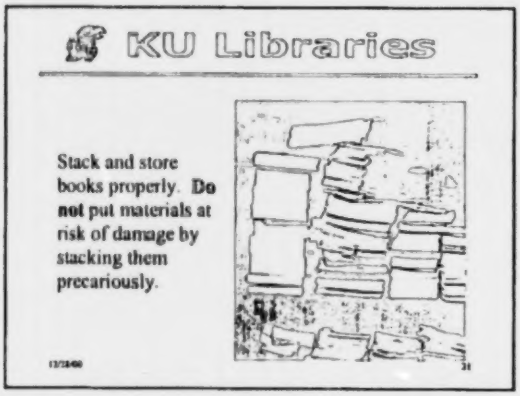
12/28/00



### KU Libraries

**No food or drink near library materials!**

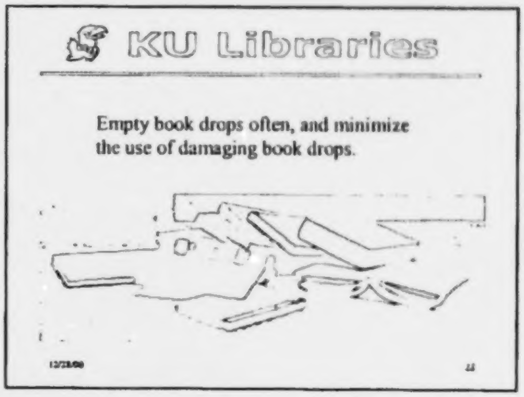
12/28/00



### KU Libraries

Stack and store books properly. **Do not** put materials at risk of damage by stacking them precariously.

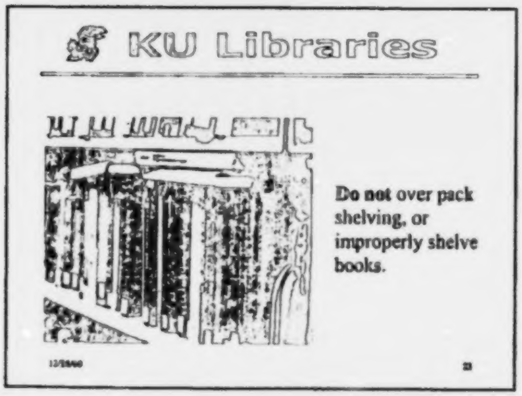
12/28/00



### KU Libraries

Empty book drops often, and minimize the use of damaging book drops.

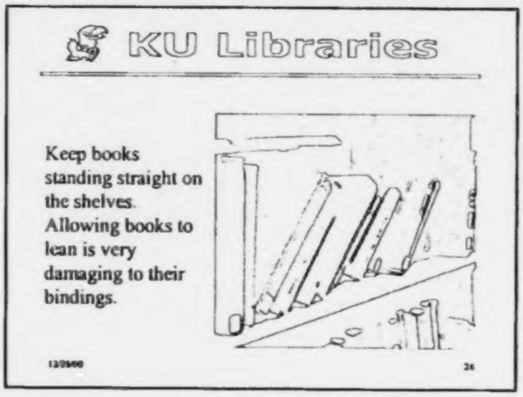
12/28/00



### KU Libraries

**Do not** over pack shelving, or improperly shelve books.

12/28/00



### KU Libraries

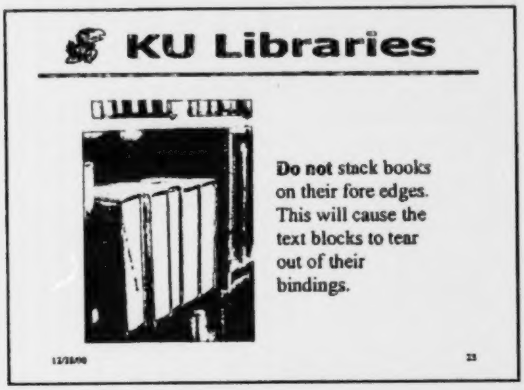
Keep books standing straight on the shelves. Allowing books to lean is very damaging to their bindings.

12/28/00

BEST COPY AVAILABLE

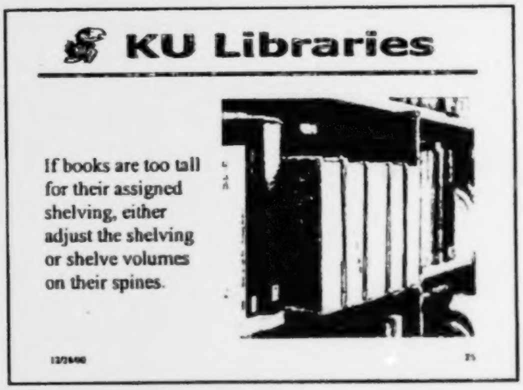
UNIVERSITY OF KANSAS

http://www2.lib.ku.edu/preservation/CareHandling/index.htm



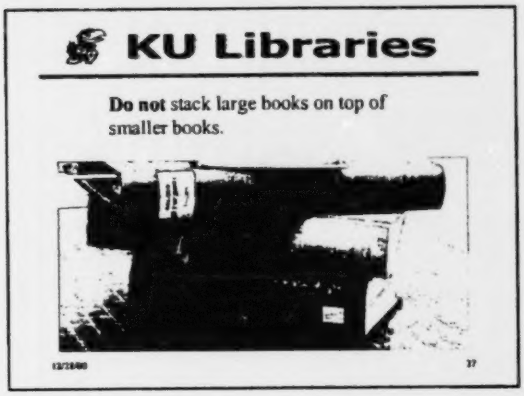
### KU Libraries

**Do not** stack books on their fore edges. This will cause the text blocks to tear out of their bindings.



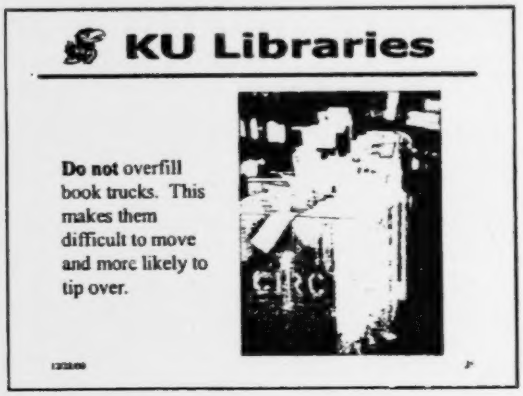
### KU Libraries

If books are too tall for their assigned shelving, either adjust the shelving or shelve volumes on their spines.



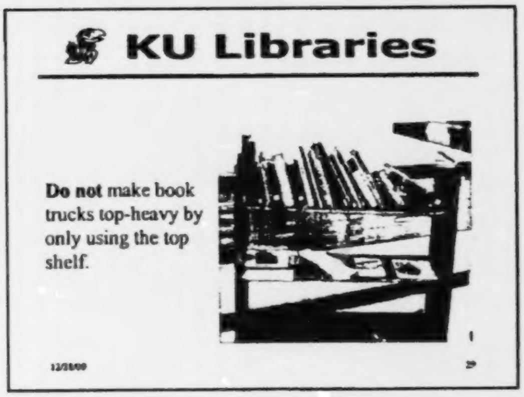
### KU Libraries

**Do not** stack large books on top of smaller books.



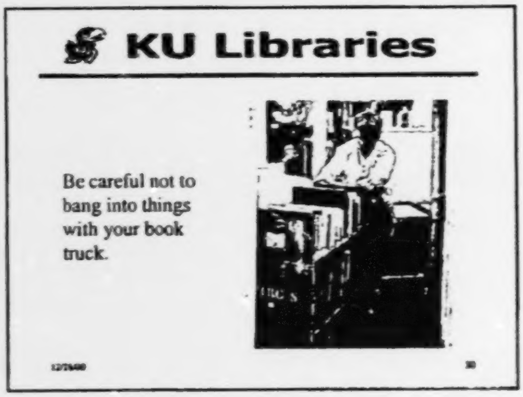
### KU Libraries

**Do not** overfill book trucks. This makes them difficult to move and more likely to tip over.



### KU Libraries

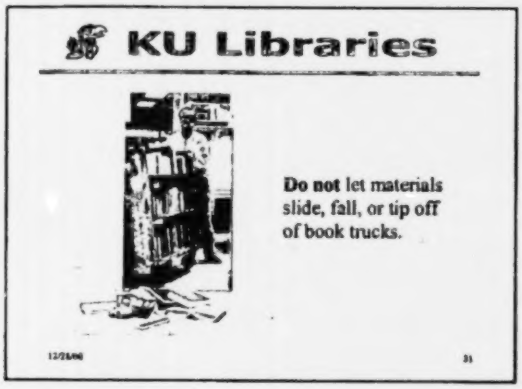
**Do not** make book trucks top-heavy by only using the top shelf.



### KU Libraries

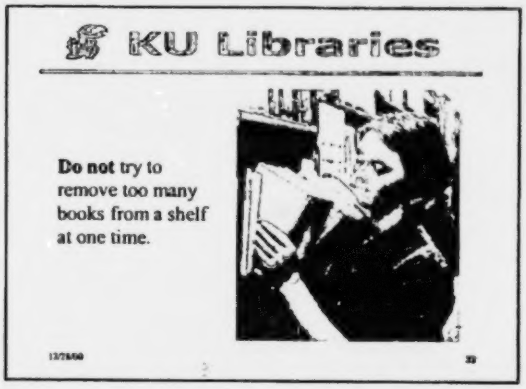
Be careful not to bang into things with your book truck.

BEST COPY AVAILABLE



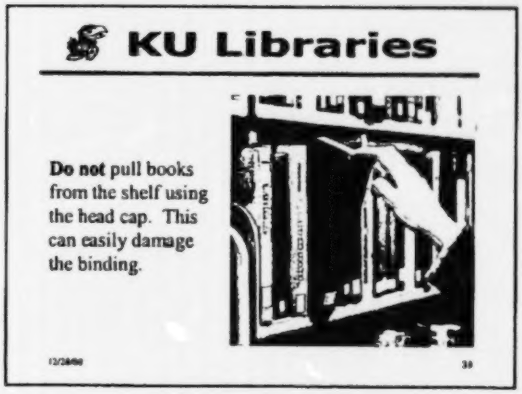
## KU Libraries

**Do not** let materials slide, fall, or tip off of book trucks.



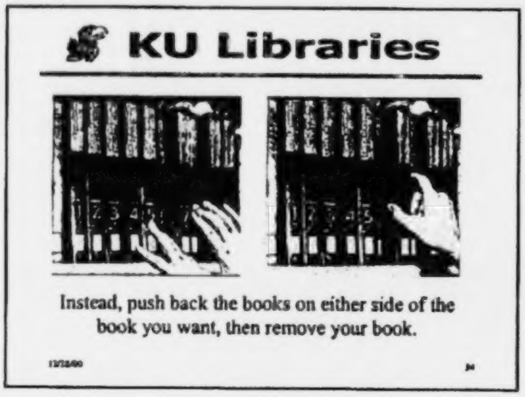
## KU Libraries

**Do not** try to remove too many books from a shelf at one time.



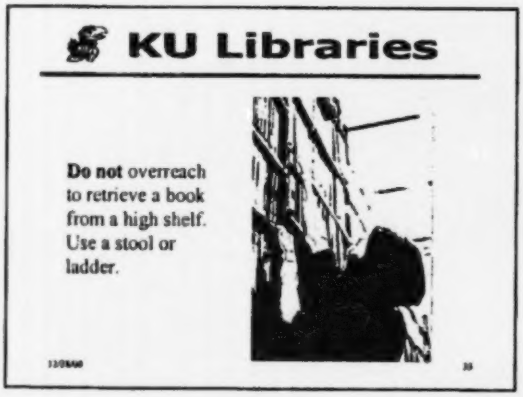
## KU Libraries

**Do not** pull books from the shelf using the head cap. This can easily damage the binding.



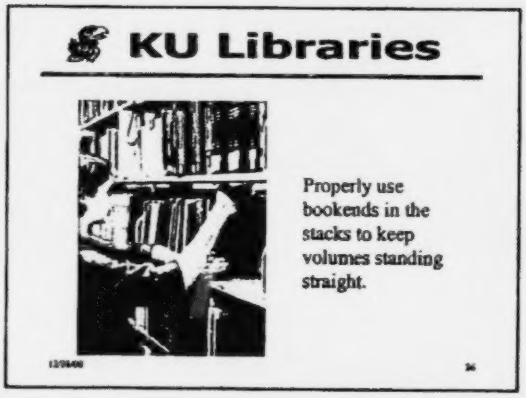
## KU Libraries

Instead, push back the books on either side of the book you want, then remove your book.



## KU Libraries

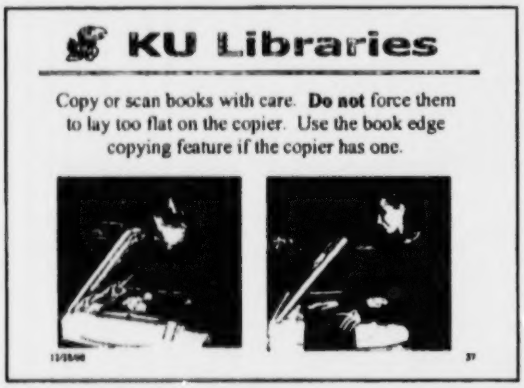
**Do not** overreach to retrieve a book from a high shelf. Use a stool or ladder.



## KU Libraries

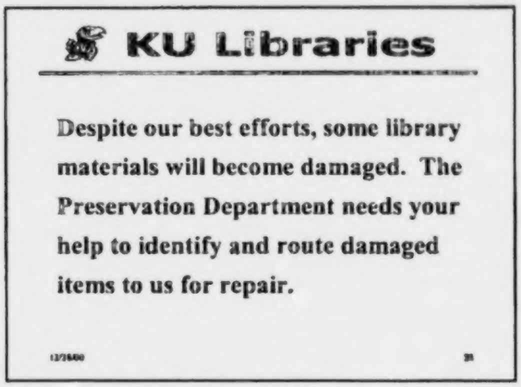
Properly use bookends in the stacks to keep volumes standing straight.

BEST COPY AVAILABLE



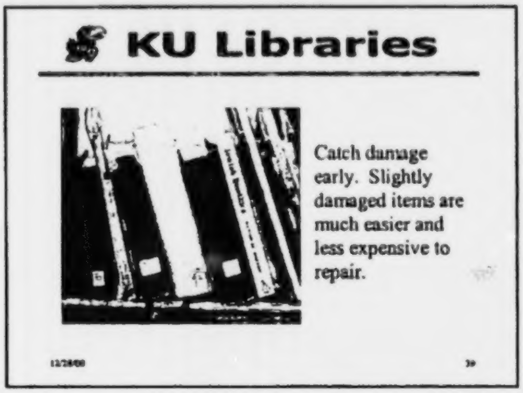
## KU Libraries

Copy or scan books with care. **Do not** force them to lay too flat on the copier. Use the book edge copying feature if the copier has one.



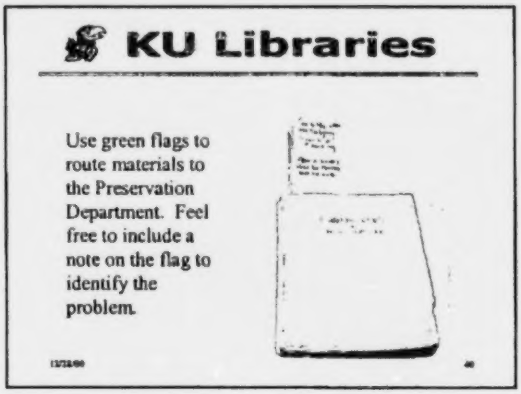
## KU Libraries

**Despite our best efforts, some library materials will become damaged. The Preservation Department needs your help to identify and route damaged items to us for repair.**



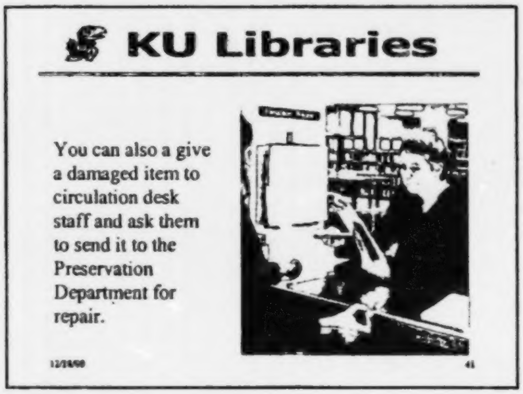
## KU Libraries

Catch damage early. Slightly damaged items are much easier and less expensive to repair.



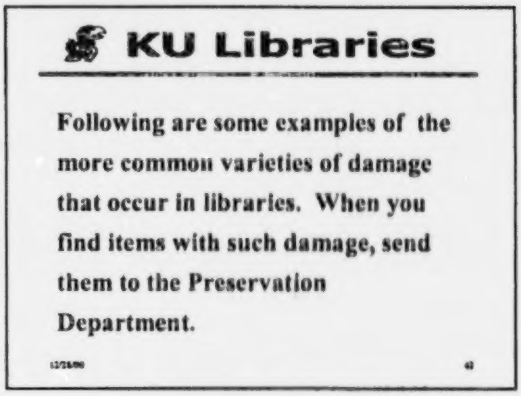
## KU Libraries

Use green flags to route materials to the Preservation Department. Feel free to include a note on the flag to identify the problem.



## KU Libraries

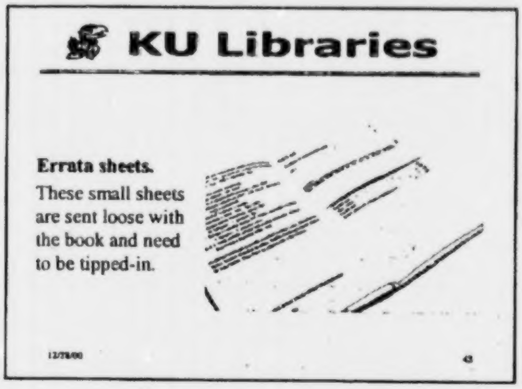
You can also a give a damaged item to circulation desk staff and ask them to send it to the Preservation Department for repair.



## KU Libraries

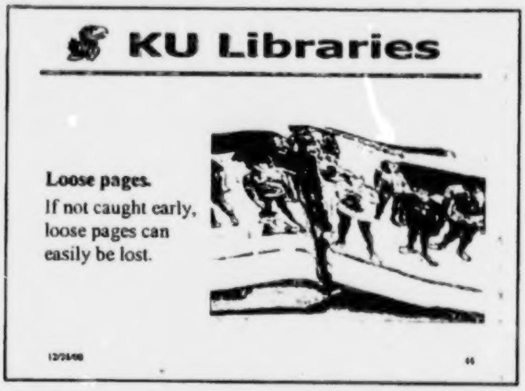
**Following are some examples of the more common varieties of damage that occur in libraries. When you find items with such damage, send them to the Preservation Department.**

BEST COPY AVAILABLE



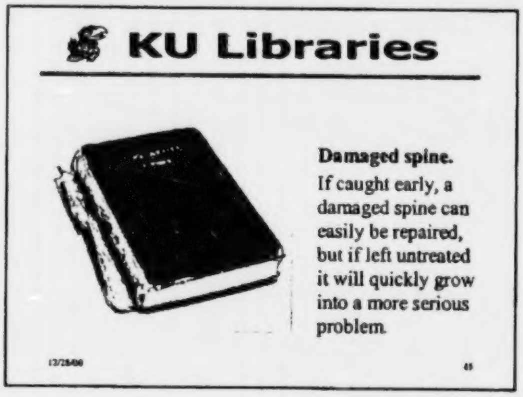
KU Libraries

**Errata sheets.**
These small sheets are sent loose with the book and need to be tipped-in.



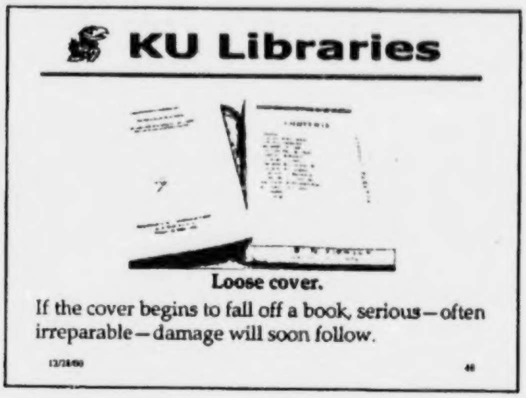
KU Libraries

**Loose pages.**
If not caught early, loose pages can easily be lost.



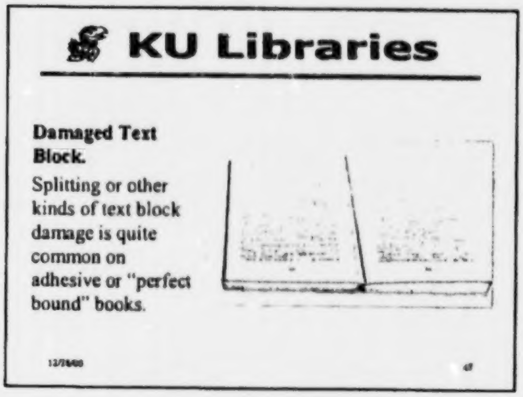
KU Libraries

**Damaged spine.**
If caught early, a damaged spine can easily be repaired, but if left untreated it will quickly grow into a more serious problem.



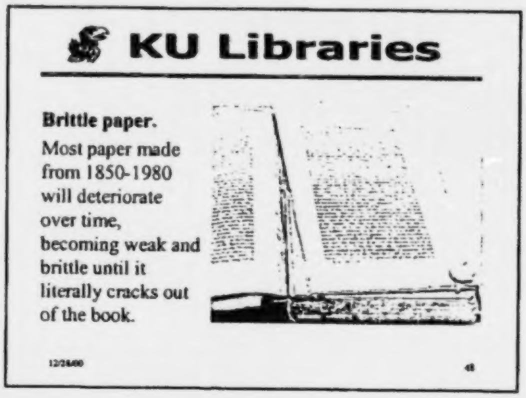
KU Libraries

**Loose cover.**
If the cover begins to fall off a book, serious—often irreparable—damage will soon follow.



KU Libraries

**Damaged Text Block.**
Splitting or other kinds of text block damage is quite common on adhesive or "perfect bound" books.



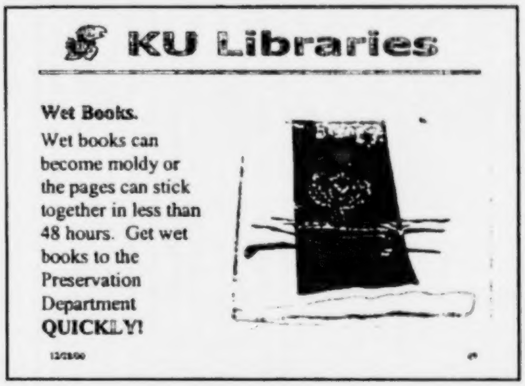
KU Libraries

**Brittle paper.**
Most paper made from 1850-1980 will deteriorate over time, becoming weak and brittle until it literally cracks out of the book.

BEST COPY AVAILABLE

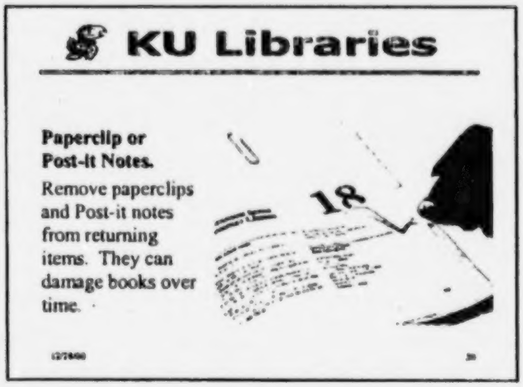
UNIVERSITY OF KANSAS

http://www2.lib.ku.edu/preservation/CareHandling/index.htm



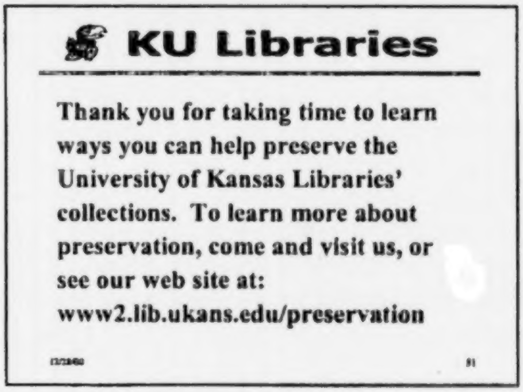
## KU Libraries

**Wet Books.**
Wet books can become moldy or the pages can stick together in less than 48 hours. Get wet books to the Preservation Department **QUICKLY!**



## KU Libraries

**Paperclip or Post-It Notes.**
Remove paperclips and Post-it notes from returning items. They can damage books over time.



## KU Libraries

**Thank you for taking time to learn ways you can help preserve the University of Kansas Libraries' collections. To learn more about preservation, come and visit us, or see our web site at: www2.lib.ukans.edu/preservation**

BEST COPY AVAILABLE

SPEC

# SELECTED RESOURCES

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF LEADERSHIP AND
MANAGEMENT SERVICES

# Books and Journal Articles

Atkinson, Ross. "Preservation and Collection Development: Toward a Political Synthesis." *Journal of Academic Librarianship* 16 (1990): 98–103.

*This article describes preservation as a political act of appropriation. Preservation's political position may seem oppositional to that of collection development in that is does not necessarily meet (and may actually detract from) the needs of current users in preference to the needs of future users. Thus, the author strongly recommends separate budget lines for each. Bibliographers should not be put in the position of choosing between serving their current users and those of the future.*

*The concept of separate budget lines may seem to be contrary to that of preservation integration. However, because separate budget lines would work to improve the political position of preservation departments and minimize tensions between collection development and preservation, it appears to be one area in which separation may actually pave the road to better integration.*

Boomgaarden, W. "Preservation Planning for the Small Special Library." *Special Libraries* 76, no. 3 (June 1985): 204–11.

*This article presents basic principles of preservation to non-preservation librarians within small special libraries. This would help support special librarians' efforts to preserve their collections without committing to a fully evolved preservation program. Boomgaarden offers practical information related to the physical environment's effect on library materials, selection for preservation, handling, and simple repairs.*

Child, Margaret. "Preservation Issues for Collection Development Staff." *Wilson Library Bulletin* 67 (November 1992): 20–21, 106.

*Child offers basic, general preservation information aimed at collection development librarians. She stresses that preservation should not be considered an "add-on" program, but one that is interwoven (i.e., integrated) throughout libraries in concert with the mission of the library. She offers a number of options to consider regarding the structuring of a preservation department (with or without a preservation administrator) with an emphasis on good, thoughtful planning. Most useful is her assertion that the activities and policies of preservation programs must be based upon the overall mission of the library. This is essential to the integration of preservation programs within academic libraries.*

Cox, Richard J. "Archival Preservation Interests and Issues: An American Perspective." In *Advances in Preservation and Access*, edited by Barbra Buckner Higginbotham and Mary E. Jackson, Vol. 1, 228–43. Westport, Conn.: Meckler, 1992.

*Cox reports that archivists "are, and have been, most interested in the practical, daily efforts to ensure the preservation of their records, especially in acquiring sufficient financial support to carry out these efforts." He reports that the purpose of the article is, "to consider how American archivists are now thinking about preservation issues and concerns," but then goes on to say that the article is really just a reflection of his own thoughts, based upon his experiences and anecdotes. Although it is a thoughtful essay, it lacks any hard data to support it and could benefit from a follow-up study to test his hypotheses. His bibliography contains a number of useful resources.*

Cunningham-Kruppa, Ellen. "The Preservation Officer's Role in Collection Development." *Wilson Library Bulletin* 67 (November 1992): 27–29, 107.

*A quote by Carolyn Morrow cited early in this article appears to be what guided Cunningham-Kruppa in the composition of this article. "The primary element of a strong preservation program is the element of working with other library programs, [the way that it] functions in balance with other library activities and is integrated throughout the organization." Cunningham-Kruppa characterizes preservation and collection development as two phases of one function, rather than as two separate functions. She describes the development of the relationship between preservation and collection development at the University of Texas through a series of sessions. She also reports a close association between collection development and preservation in the areas of bibliographic review, selection for binding, grant projects, needs assessment, and off-site storage.*

Dean, John F. "Managing Collection Information for Preservation Planning." In *Advances in Preservation and Access*, edited by Barbra Buckner Higginbotham, Vol. 2, 193–209. Medford, N.J.: Learned Information Inc., 1995.

*Dean offers useful information related to the development of Cornell's preservation program and discusses how preservation programs might be built. In addition, he offers detailed descriptions of various surveys useful to preservation, such as needs surveys, condition surveys, and actions surveys. Dean suggests that the collection and documentation of quantitative data will justify the existence of preservation departments.*

Drewes, Jeanne. "A Widening Circle: Preservation Literature Review, 1992." *Library Resources and Technical Services* 37, no. 3: 315–22.

*In the first sentence of this article the author states, "If one of the goals of preservation professionals is the integration of preservation strategies within the rest of the organization, then 1992 showed movement toward that goal." Drewes reports that a number of preservation articles appeared in the general library literature, demonstrating an increased knowledge, interest, and integration among the wider library community. She asserts that as preservation issues become more complex, it will be increasingly important that disciplines interact on behalf of the preservation of materials. A comprehensive bibliography of 1992 preservation literature follows the text.*

Eden, Paul, John Feather, and Graham Matthews. "Preservation and Library Management: A Reconsideration." *Library Management* 15, no. 4 (1994): 5–11.

*Report of the results of a 1994 questionnaire sent out to 682 British libraries. The report illustrates how British libraries, like American libraries, have varying degrees of integration, most notably demonstrated by differences in policies.*

Fasana, Paul J., and John H. Baker. "Preservation's Place in the Library's Organization and Budget." In *Advances in Preservation and Access*, edited by Barbra Buckner Higginbotham and Mary E. Jackson, Vol. 1, 124–34. Westport, Conn.: Meckler, 1992.

*The authors stress the need for preservation practices to be based upon the overall mission of each library. The authors provide an in-depth discussion of where preservation fits within the organizational structure of libraries. They report on the 1986 analysis undertaken by Yale University that looked at environmental conditions and control systems, housing, security, new technologies, and training, among other topics.*

*Again, the authors stress that preservation planning must happen within the context of overall organizational needs and philosophies. Such careful planning may help to ameliorate some of the conflicts inherent in organizations with limited funding by centralizing the preservation activities, and thus decreasing the actual or perceived competition for funding.*

Hamilton, Marsha J. *Guide to Preservation in Acquisition Processing*. Acquisition Guidelines, no. 8. Chicago: American Library Association, 1993.

*Specifically drafted for acquisitions staff, concerns regarding the condition of print materials, microform, moving images, photographs, phonographs, and electronic media, as well as possible preservation options are outlined. This guidebook demonstrates how integrating preservation interests into this unit is both practical and necessary to responsible care of collections.*

Harris, Carolyn, Carol Mandel, and Robert Wolven. "A Cost Model for Preservation: The Columbia University Libraries' Approach." *Library Resources and Technical Services* 35, no. 1 (January 1991): 33–54.

*This article presents an excellent analysis and illustration of the complexity and interdependent nature of preservation. The authors present a cost model for preservation that includes the activities of non-preservation staff, as well as supplies equipment, etc. Columbia University is the subject of the case study presented. The authors noted that many preservation activities are actually completed by non-preservation staff and are never treated and documented as such. The authors have broken down these activities in considerable detail. Some of the activities are outdated, but the authors' method could be used as a template to measure the activities of preservation staff as well as the integrative process of preservation throughout library systems.*

Harvey, Ross. *Preservation in Libraries: Principles, Strategies and Practices for Librarians*. London: Bowker-Saur, 1993.

*This extremely useful book includes a full chapter on developing an integrated preservation program, entitled, "Developing a Library Preservation Program". Harvey begins by stating four premises: preservation is a management responsibility, all collections need a plan for preservation, preservation plans must be adequately funded, and all library staff must be involved in preservation. He stresses the need for the head of any preservation unit to be high up within the library hierarchy and to have the full support of the administration. He includes four models for integrating preservation: for the small, specialized library, libraries with high-use collections, libraries with lower-use retrospective collections, and collections of national importance. A section on in-house training of library staff is also included.*

Heitsu, Sara. "Preservation as a Cooperative Effort: Intra- and Interinstitutional Activities." *Wilson Library Bulletin* 67 (November 1992): 22–25, 106.

*This article is written from the perspective of a non-preservation librarian (the author is assistant university librarian for technical services at the University of Arizona). The author provides a useful case study illustrating how the University of Arizona set up a preservation program without a preservation administrator. The library started with a very modest restructuring. She reports that there was some conflict and difficulty around the brittle books process, but that the library staff was able to build a program gradually. They recently had a survey done (in which the creation of a preservation administrator position was strongly suggested) and are now attempting to get some state funding and investigating the possibility of some cooperative preservation programs with other libraries in the area.*

Higginbotham, Barbra Buckner, and Judith W. Wild. *The Preservation Program Blueprint*. Frontiers of Access to Library Materials, no. 6. Chicago: American Library Association, 2001.

*Higginbotham and Wild argue that a preservation program can be established without need of a preservation administrator. A "modular" approach is described where preservation activity is decentralized into various units of the library using existing staff and organizational structures. Without a preservation specialist on staff a fully developed program may be difficult to realize. However, this may be a useful guide for small to medium-sized libraries addressing basic preservation issues.*

Intner, Sheila S. "Educating Preservation Librarians: Perspectives on Curricular Issues and Answers." In *Advances in Preservation and Access*, edited by Barbra Buckner Higginbotham, Vol. 2, 355–75. Medford, N.J.: Learning Information Inc., 1995.

*Although not entirely relevant to the subject of integration of preservation within academic libraries, the author illustrates what seems to be a parallel process with library schools. That is, should preservation administration be a course unto itself, or should preservation concepts and principles be incorporated within other classes, such as technical services and collection development? The fact that this parallel process exists is illustrative of the lack of uniformity within library settings, as well as library schools, when it comes to the topic of preservation.*

Jordan, Sophia K. "Collection Preservation Management: An Approach to Complement Item-by-Item Treatment Policies." In *65th IFLA Council and General Conference, Bangkok, Thailand, August 20–August 28, 1999*. <http://www.ifla.org/IV/ifla65/papers/149-102e.htm>. (accessed October 2002)

*This very general overview offers assistance to non-preservation librarians in the development of modest preservation programs which focus on more than just item-by-item treatment. The author emphasizes the need for the development of a framework and for involvement at all levels within the library.*

Miller, Ruth H. "Selected Review of the Literature on Collection Development and Management, 1990–1995." In *Collection Management for the 21st Century*, edited by G.E. Gorman and Ruth H. Miller, 287–318. Westport, Conn.: Greenwood Press, 1997.

*Other than three paragraphs in the literature review section, preservation is not mentioned outside of the context of the preservation of electronic records. This seems to reflect a lack of preservation awareness (and thus integration) on the part of collection managers.*

Morrow, Carolyn Clark. "Defining the Library Preservation Program: Policies and Organization." In *Preservation Issues and Planning*, edited by Paul N. Banks and Roberta Pilette, 1–27. Chicago: American Library Association, 2000.

*Very useful and comprehensive article explaining how a preservation program is properly established through policy development. Morrow states, "There is no magic formula for a library preservation program; rather, it is the result of a continuous process of definition, planning, and priority-setting keyed to the needs of a particular library and its users, and affected by the nationwide cooperative program and advances in preservation and access technologies."*

*The author firmly stresses the importance of policymaking within preservation with a frequently updated policy that represents "institutional consensus". She states that many activities will cross departmental lines and assignments need to be specific. She also adds that any program must first be sanctioned and supported by the administration of the library in order to be successful.*

*The author also provides assistance in creating a framework in building a preservation program and strongly advocates detailed planning before embarking upon implementation. Like many other authors within this bibliography, she describes preservation as an integral part of collection development: "[preservation] should be woven through the strategies libraries use to build collections, provide access to them, and facilitate their use."*

Reed-Scott, Jutta. *Preservation Organization and Staffing*. SPEC Kit 160. Washington, D.C.: Association of Research Libraries, 1990.

*Although dated, the organizational structures and planning documents may still prove useful for those considering establishing a preservation program.*

Ritzethaler, Mary Lynn. *Preserving Archives and Manuscripts*. Chicago: Society of American Archivists, 1993.

*A chapter outlining the ways in which archivists should utilize preservation principles is included. It is a good example of the way in which the principles of preservation have been integrated into the practice of archives management, but is not directly relevant to the subject of the integration of preservation within the library setting.*

Rolich, Andrea, and Janice Mohlhenrich. "Staff and User Education Programs for Local and Statewide Initiatives." In *Promoting Preservation Awareness in Libraries*, edited by Jeanne M. Drewes and Julie A. Page, 13–32. Westport, Conn.: Greenwood Press, 1997.

*This article focuses on staff training within individual libraries, as well as on a larger scale. The emphasis is on teaching preservation principles in a continuing education format, with a special sensitivity toward adult learners. The article includes a good summary of preservation tasks throughout the library. Four sample workshops with curricula are outlined. The authors recommend that Workshop #1 (Preservation Education) be co-taught by a preservation librarian and a reference librarian. This is a good example of the integration of library programs within an educational setting.*

Schmude, Karl G. "The Politics and Management of Preservation Planning." *IFLA Journal* 16, no. 3 (1990): 332–35.

*Schmude compares the growth of library preservation in the 1980s to the growth of library automation in the 1960s, in that the changes it has rendered have been revolutionary to the field at large. He acknowledges that the promotion of present access without a closer look at future access (i.e., preservation) has occurred to the detriment of our collections. He reports on the obstacles to preservation (promotion of access, funding, confusion between restoration and preservation, difficulties with cooperation).*

*The author proposes four goals for the future of library preservation: the assertion of the importance of preservation as a crucial library service, an increase in funding for preservation, an increased understanding of the comprehensive nature of preservation (i.e., preservation of the ordinary, not just the extraordinary), and the development of cooperative endeavors.*

Silverman, Randy, and Maria Grandinette. *The Changing Role of Book Repair in ARL Libraries*. SPEC Kit 190. Washington, D.C.: Association of Research Libraries, 1993.

*This SPEC Kit contains documents from a number of libraries that describe book repair units. It reports the trend toward integration of these activities within the library as a whole. This is due to the increase of repairs being made to circulating collections, rather than simply being limited to special or rare materials. As a result, numerous other personnel become involved in the process, such as circulation, collection services, and technical services.*

Walters, T.O. "Breaking New Ground in Fostering Preservation." *Library Resources and Technical Services* 39, no. 4 (October 1995): 417–26.

*The author reports on the Preservation Management Training Program (PMTP), in which 44 archival administrators were trained in the establishment of archival preservation programs. The process is described chronologically, with an in-depth description of the PMTP. Concepts related to the PMTP may be adapted for libraries without preservation administrators, or as an aid in developing modest preservation programs and providing the necessary training to do so.*

Young, Mark, Martha Kyrillidou, and Julia Blixrud, eds. *ARL Preservation Statistics 2000–2001*. Washington, D.C.: Association of Research Libraries, 2002.

*An excellent and authoritative source of comparative data with respect to preservation activity, staffing, and costs for the 123 U.S. and Canadian research libraries that were members of ARL during the 2000–01 fiscal year.*

# Web Sites

Brown University Library, Preservation Department
<http://www.brown.edu/Facilities/University_Library/Preservation/>

*An excellent overview of a mature preservation program offering a broad range of services comparable to that of larger institutions. Development of the preservation program began after appointment of a full-time preservation librarian who oversees several units and is involved with various preservation needs in the library and university community.*

Case Western Reserve University, Preservation Department
<http://www.cwru.edu/UL/preserve/preserve.htm>

*Preservation guidelines are useful models for both users and preservation specialists on a range of services. The "Salvage and Recovery Information and Procedures," created by a conservation committee (at* <http://www.cwru.edu/UL/preserve/Disaster/disaster.htm>*) illustrate the integrated nature of an effective disaster preparedness plan.*

Cornell University, Department of Preservation & Conservation
<http://www.library.cornell.edu/preservation/>

*Cornell has an expansive preservation program that includes preservation of digital objects. Their success in doing so is a result of creating an infrastructure throughout the libraries to manage the longevity of image collections.*

Dartmouth College, Preservation Services
<http://www.dartmouth.edu/~preserve/>

*Although the program was established less than ten years ago, it offers a full range of traditional preservation services. The November 2002 Preservation Committee's "Mass Deacidification Report" outlines the impact of a special project on staff in other departments, exemplifying the integrated nature of preservation efforts within the system.*

Library of Congress, Preservation Directorate
<http://www.loc.gov/preserv/>

*The Library of Congress Preservation Directorate is an important national and international resource for preservation information for both collection care specialists and members of the general public. The history of the program is of particular interest in its continued move towards centralized services highly placed in the organizational structure.*

New York University, Bobst Library, Preservation Department
<http://www.nyu.edu/library/bobst/research/preserv/>

*NYU has a mature preservation program offering the full range of traditional preservation services, as well as photograph duplication services. This Web resource, rich with images illustrating damages to collection, would be a useful link for basic staff and user education.*

Northwestern University Library, Preservation Program
<http://staffweb.library.northwestern.edu/preservation/>

*Northwestern's preservation program is well developed and well organized, including bindery operations, conservation treatment, mass deacidification, reformatting, and digitization. The self-paced online training session for student workers, "Care and Handling of Library Materials," is excellent.*

North Carolina State University Libraries Preservation Department

<http://www.lib.ncsu.edu/preservation/>

*NSCU has a well-organized preservation department that works cooperatively with regional centers and other universities to support microfilming and disaster preparedness. Their "Bindery Flowchart" details how an integrated library operation depends on staff in multiple areas to be successful.*

Pennsylvania State University Libraries

<http://www.libraries.psu.edu/iasweb/preservation/>

*Penn State Preservation has five sub-units offering a full range of preservation options and services, including digital preservation and imaging. A review of the "Selector's Manual" (at* <http://www.libraries.psu.edu/crsweb/select/manual/default.htm#table>*) demonstrates the extent to which the preservation program has been integrated with other library operations. The "Collection Emergency Checklist" is excellent.*

University of California at San Diego, Preservation Department

<http://orpheus.ucsd.edu/preservation/index.html>

*The preservation department has been thorough in documenting their policy and planning documents. Training tools for staff and library users are particularly useful.*

University of Florida, George A. Smathers Libraries, Preservation Department

<http://web.uflib.ufl.edu/preserve/>

*The University of Florida Libraries has a well-organized preservation department whose goals, statistics, and procedures are a model for others to assist program development. The "Brittle Books Program Operations and Procedures Manual" is especially valuable and is indicative of the importance of cooperation between preservation and collection managers.*

University of Kansas Libraries, Preservation Department

<http://www2.lib.ku.edu/preservation/>

*The brittle books program and disaster planning committee are two excellent examples of the effectiveness of integrated preservation programs. The "Care and Handling of Library Materials" self-guided training program is excellent and demonstrates how staff in all areas of the system has a role to play in preventing damage to collections.*

University of Kentucky Libraries, Preservation Department

<http://www.uky.edu/Libraries/preserv.html>

*The complexity of coordinating decentralized units into one effective whole demands oversight and written documentation. The University of Kentucky Libraries Preservation Department has a Preservation Advisory Council to assist general planning, and detailed procedures for conservation, binding, and reformatting services.*

University of Maryland, University Libraries Preservation Department

<http://www.lib.umd.edu/TSD/PRES/1Preshp.html>

*Preservation issues have been identified and incorporated throughout the University Libraries Technical Services Division. Preservation department activity is expansive and extremely well documented. Clarifying when action is required and which unit is responsible helps others in the system understand what is possible and the procedure for processing.*

University of Rochester Library, Department of Rare Books and Special Collections

<http://www.lib.rochester.edu/rbk/rarehome.htm>

*In keeping with the more traditional approach to preservation/conservation, operations at the University of Rochester are part of the Department of Rare Books and Special Collections. Although a link is not apparent through the home page, "A Preservation/Conservation Lab Manual" (at* <http://www.lib.rochester.edu/rbk/prs/manual.stm>*) is a good example of staff-oriented procedures focused on care of both general and valued collections.*

University of Texas at Austin, Preservation Services, Technical Services Operations Division
<http://staff.lib.utexas.edu/divisions/tsod/preservation.html>

*The preservation program, part of the Technical Services Operations Division, is small considering the size of the library system but very successful offering services not available through commercial vendors. Digital library service is organized as a separate division.*

University of Virginia Library, Cataloging Services, Preservation
<http://www.lib.virginia.edu/cataloging/pres/doc.html>

*Preservation is presently organized under Cataloging Services and provides services for 14 libraries in the system. The Preservation Handbook, although outdated, was created to assist staff of libraries understand the role of preservation to assist implementation. The level of detail provided makes it a useful example for those outlining a new in-house program.*

*N.B. All Web sites were accessed October 31, 2002.*

# SPEC KIT ORDER FORM

| QTY | TITLE | |
|---|---|---|
| | SP269 | Integrating Preservation Activities |
| | SP268 | Reference Statistics |
| | SP267 | User Authentication |
| | SP266 | Staffing the Library Website |
| | SP265 | Instructional Support Services |
| | SP264 | Extended Library Hours |
| | SP263 | Numeric Data Services |
| | SP262 | Preservation & Digitization |
| | SP261 | Post-Tenure Review |
| | SP260 | Interview Process |
| | SP259 | Fee-based Services |
| | SP258 | Corporate Annual Reports |
| | SP257 | MLS Hiring Requirement |
| | SP256 | Changing Roles of Lib Profs |
| | SP255 | Branch Libs/Discrete Collectns |
| | SP254 | Managing Printing Services |
| | SP253 | Networked Info Services |
| | SP252 | Supprt Staff Classifictn Studies |
| | SP251 | Electronic Reference Service |
| | SP250 | TL10: Educating Faculty |
| | SP249 | Catalogng of Resrces Digitized |
| | SP248 | Licensing of Electronic Prodcts |
| | SP247 | Management of Lib Security |
| | SP246 | Web Page Devel & Managmnt |
| | SP245 | Electronic Reserves Operations |
| | SP244 | TL 9: Renovation & Reconfigur. |
| | SP243 | TL 8: Users with Disabilities |
| | SP242 | Library Storage Facilities |
| | SP241 | Gifts and Exchange Function |
| | SP240 | Marketing and PR Activities |
| | SP239 | Mentoring Programs in ARL |
| | SP238 | ARL GIS Literacy Project |
| | SP237 | Managing Food and Drink |
| | SP236 | TL 7: E-Theses/Dissertations |
| | SP235 | Collaborative Coll Management |
| | SP234 | TL 6: Distance Learning |
| | SP233 | ARL in Extension/Outreach |
| | SP232 | Use of Teams in ARL |
| | SP231 | Cust Service Programs in ARL |
| | SP230 | Affirmative Action in ARL |
| | SP229 | Evaluating Acad Libr Dirs |
| | SP228 | TL 5: Preserving Digital Info |
| | SP227 | Org of Doc Coll & Svcs |
| | SP226 | TL 4: After the User Survey |
| | SP225 | Partnerships Program |
| | SP224 | Staff Training & Development |
| | SP223 | TL 3: Electronic Scholarly Pubn |
| | SP222 | Electronic Resource Sharing |
| | SP221 | Evol & Status of Approval Plans |
| | SP220 | Internet Training |
| | SP219 | TL 2: Geographic Info Systems |
| | SP218 | Info Technology Policies |
| | SP217 | TL 1: Electronic Reserves |
| | SP216 | Role of Libs in Distance Ed |
| | SP215 | Reorg & Restructuring |
| | SP214 | Digit Tech for Preservation |
| | SP213 | Tech Svcs Workstations |
| | SP212 | Non-Librarian Professionals |
| | SP211 | Library Systems Office Org |
| | SP210 | Strategic Planning |
| | SP209 | Library Photocopy Operations |
| | SP208 | Effective Library Signage |
| | SP207 | Org of Collection Develop |
| | SP206 | Faculty Organizations |
| | SP205 | User Surveys in ARL Libs |
| | SP204 | Uses of Doc Delivery Svcs |
| | SP203 | Reference Svc Policies |
| | SP202 | E-journals/Issues & Trends |
| | SP201 | E-journals/Pol & Proced |
| | SP200 | 2001: A Space Reality |
| | SP199 | Video Collect & Multimedia |
| | SP198 | Automating Preserv Mgt |
| | SP197 | Benefits/Professional Staff |
| | SP196 | Quality Improve Programs |
| | SP195 | Co-op Strategies in Foreign Acqs |
| | SP194 | Librarian Job Descriptions |
| | SP193 | Lib Develop & Fundraising |
| | SP192 | Unpub Matls/Libs, Fair Use |
| | SP191 | Prov Pub Svcs Remote User |
| | SP190 | Chang Role of Book Repair |
| | SP189 | Liaison Svcs in ARL Libs |
| | SP188 | Intern, Residency & Fellow |
| | SP187 | ILL Trends/Staff & Organ |
| | SP186 | Virtual Library |
| | SP185 | System Migration |
| | SP184 | ILL Trends/Access |
| | SP183 | Provision of Comp Print Cap |
| | SP182 | Academic Status for Libns |
| | SP181 | Perf Appr of Collect Dev Libn |
| | SP180 | Flexible Work Arrangemts |
| | SP179 | Access Services Org & Mgt |
| | SP178 | Insuring Lib Colls & Bldgs |
| | SP177 | Salary Setting Policies |
| | SP176 | Svcs for Persons w/Disabilities |
| | SP175 | Scholarly Info Centrs |
| | SP174 | Expert Systems |
| | SP173 | Staff Recognition Awards |
| | SP172 | Information Desks |
| | SP171 | Training of Tech Svc Staff |
| | SP170 | Organization Charts |
| | SP169 | Mgt of CD-ROM |
| | SP168 | Student Employment |
| | SP167 | Minority Recruitment |
| | SP166 | Materials Budgets |
| | SP165 | Cultural Diversity |
| | SP164 | Remote Storage |
| | SP163 | Affirmative Action |
| | SP162 | Audiovisual Policies |
| | SP161 | Travel Policies |
| | SP160 | Preservation Org & Staff |
| | SP159 | Admin of Lib Computer Files |
| | SP158 | Strategic Plans |
| | SP157 | Fee-based Services |
| | SP156 | Automating Authority Control |
| | SP155 | Visiting Scholars/Access |
| | SP154 | Online Biblio Search |
| | SP153 | Use of Mgt Statistics |
| | SP152 | Brittle Books Program |
| | SP151 | Qualitative Collect Analysis |
| | SP150 | Bldg Security & Personal Safety |
| | SP149 | Electronic Mail |
| | SP148 | User Surveys |
| | SP147 | Serials Control/Deselection |
| | SP146 | Lib Dev Fund Raising Capabilit |
| | SP145 | Lib Publications Programs |
| | SP144 | Building Use Policies |
| | SP143 | Search Proced Sr LibAdmin |
| | SP142 | Remote Access Online Cats |
| | SP141 | Approval Plans |
| | SP140 | Performance Appraisal |
| | SP139 | Performance Eval: Ref Svcs |
| | SP138 | University Copyright |
| | SP137 | Preservation Guidelines |
| | SP136 | Managing Copy Cataloging |
| | SP135 | Job Analysis |
| | SP134 | Planning Mgt Statistics |
| | SP133 | Opt Disks: Storage & Access |
| | SP132 | Library-Scholar Communication |
| | SP131 | Coll Dev Organization |
| | SP130 | Retrospective Conversion |
| | SP129 | Organization Charts |
| | SP128 | Systems File Organization |
| | SP127 | Interlibrary Loan |
| | SP126 | Automated Lib Systems |
| | SP125 | Tech Svcs Cost Studies |
| | SP124 | Barcoding of Collections |
| | SP123 | Microcomp Software Policies |
| | SP122 | End-User Search Svcs |
| | SP121 | Bibliographic Instruction |
| | SP120 | Exhibits |
| | SP119 | Catalog Maintenance Online |
| | SP118 | Unionization |
| | SP117 | Gifts & Exchange Function |
| | SP116 | Organizing for Preservation |
| | SP115 | Photocopy Services |
| | SP114 | Binding Operations |
| | SP113 | Preservation Education |
| | SP112 | Reorg of Tech and Pub Svcs |
| | SP111 | Cooperative Collection Dev |
| | SP110 | Local Cataloging Policies |
| | SP109 | Staff Training for Automation |
| | SP108 | Strategic Planning |
| | SP107 | University Archives |
| | SP106 | Electronic Mail |
| | SP105 | Nonbibliographic Dbases |
| | SP104 | Microcomputers |
| | SP103 | Asst/Assoc Dir Position |
| | SP102 | Copyright Policies |

| QTY | TITLE | |
|---|---|---|
| ____ | SP101 | User Studies |
| ____ | SP100 | Collection Security |
| ____ | SP099 | Branch Libraries |
| ____ | SP098 | Telecommunications |
| ____ | SP097 | Building Renovation |
| ____ | SP096 | Online Catalogs |
| ____ | SP095 | Lib Materials Cost Studies |
| ____ | SP094 | Fund Raising |
| ____ | SP093 | User Instructions for Online Cats |
| ____ | SP092 | Interlibrary Loan |
| ____ | SP091 | Student Assistants |
| ____ | SP090 | Integrated Lib Info Systems |
| ____ | SP089 | Tech Svcs Cost Studies |
| ____ | SP088 | Corporate Use of Research Libs |
| ____ | SP087 | Collect Descript/Assessment |
| ____ | SP086 | Professional Development |
| ____ | SP085 | Personnel Classification Sys |
| ____ | SP084 | Public Svcs Goals & Objectvs |
| ____ | SP083 | Approval Plans |
| ____ | SP082 | Document Delivery Systems |
| ____ | SP081 | Services to the Disabled |
| ____ | SP080 | Specialty Positions |
| ____ | SP079 | Internships/Job Exchanges |
| ____ | SP078 | Recruitment-Selection |
| ____ | SP077 | Use of Small Computers |
| ____ | SP076 | Online Biblio Search Svcs |
| ____ | SP075 | Staff Development |
| ____ | SP074 | Fees for Services |
| ____ | SP073 | External User Services |
| ____ | SP072 | Executive Review |
| ____ | SP071 | User Surveys: Eval of Lib Svcs |
| ____ | SP070 | Preservation Procedures |
| ____ | SP069 | Prep Emergencies/Disasters |
| ____ | SP068 | AACR2 Implement Studies |

| QTY | TITLE | |
|---|---|---|
| ____ | SP067 | Affirm Action Programs |
| ____ | SP066 | Planning Preserv of Lib Materials |
| ____ | SP065 | Retrospective Conversion |
| ____ | SP064 | Indirect Cost Rates |
| ____ | SP063 | Collective Bargaining |
| ____ | SP062 | Online Biblio Search Svcs |
| ____ | SP061 | Status of Librarians |
| ____ | SP060 | Lib Materials Cost Studies |
| ____ | SP059 | Microform Collections |
| ____ | SP058 | Goals & Objectives |
| ____ | SP057 | Special Collections |
| ____ | SP056 | External Communication |
| ____ | SP055 | Internl Com/Staff & Superv Role |
| ____ | SP054 | Internal Com/Policies & Proced |
| ____ | SP053 | Performance Appraisal |
| ____ | SP052 | Cost Studies & Fiscal Plan |
| ____ | SP051 | Professional Development |
| ____ | SP050 | Fringe Benefits |
| ____ | SP049 | Use of Annual Reports |
| ____ | SP048 | External Fund Raising |
| ____ | SP047 | Automated Cataloging |
| ____ | SP046 | Plan Future of Card Catalog |
| ____ | SP045 | Changing Role Personnel Officer |
| ____ | SP044 | Automated Acquisitions |
| ____ | SP043 | Automated Circulation Sys |
| ____ | SP042 | Resource Sharing |
| ____ | SP041 | Collection Assessment |
| ____ | SP040 | Skills Training |
| ____ | SP039 | Remote Storage |
| ____ | SP038 | Collection Dev Policies |
| ____ | SP037 | Theft Detection & Prevent |
| ____ | SP036 | Allocation Materials Funds |
| ____ | SP035 | Preservation of Lib Materials |
| ____ | SP034 | Determin Indirect Cost Rate |

| QTY | TITLE | |
|---|---|---|
| ____ | SP033 | Intergrat Nonprint Media |
| ____ | SP032 | Prep, Present Lib Budget |
| ____ | SP031 | Allocation of Resources |
| ____ | SP030 | Support Staff, Student Assts |
| ____ | SP029 | Systems Function |
| ____ | SP028 | Gifts & Exchange Function |
| ____ | SP027 | Physical Access |
| ____ | SP026 | Bibliographic Access |
| ____ | SP025 | User Statistics and Studies |
| ____ | SP024 | User Surveys |
| ____ | SP023 | Grievance Policies |
| ____ | SP022 | Private Foundations |
| ____ | SP021 | Paraprofessionals |
| ____ | SP020 | Managerial Technical Specialists |
| ____ | SP019 | Staff Allocations |
| ____ | SP018 | Staff Development |
| ____ | SP017 | Library Instruction |
| ____ | SP016 | Reclassification |
| ____ | SP015 | Goals & Objectives |
| ____ | SP014 | Performance Review |
| ____ | SP013 | Planning Systems |
| ____ | SP012 | Acquisition Policies |
| ____ | SP011 | Collection Development |
| ____ | SP010 | Leave Policies |
| ____ | SP009 | Tenure Policies |
| ____ | SP008 | Collective Bargaining |
| ____ | SP007 | Personnel Class Schemes |
| ____ | SP006 | Friends of the Lib Organization |
| ____ | SP005 | Performance Review |
| ____ | SP004 | Affirmative Action |
| ____ | SP003 | A Personnel Organization |
| ____ | SP003 | Status of Librarians |
| ____ | SP002 | Personnel Survey (flyer only) |
| ____ | SP001 | Organization Charts |

**SPEC PRICE INFORMATION** (ISSN 0160 3582)

☐ Subscription (6 issues per year; shipping included): $190 ARL members/$260 U.S. and Canada nonmembers/$330 international customers.

☐ Individual Kits: $35 ARL members/$45 nonmembers, plus shipping and handling.

☐ Individual issues of the Transforming Libraries (TL) subseries: $28, plus shipping and handling.

**PAYMENT INFORMATION**

Make check or money order payable in U.S. funds to the **ASSOCIATION OF RESEARCH LIBRARIES**, Federal ID #52-0784198-N.

Purchase Order # ____________________
Credit Card: MasterCard ____ Visa____ Exp date ________
Account # ____________________
Account holder ____________________
Signature ____________________

**SHIP TO**
Name ____________________
Institution ____________________
Address (UPS will not deliver to P.O. boxes)
____________________
____________________
____________________
Phone ____________________
Fax ____________________
Email ____________________

**SHIPPING & HANDLING**

U.S.: UPS Ground delivery, $10 per publication.
Canada: UPS Ground delivery, $15 per publication
International and rush orders: Call or email for quote.

**TOTAL SHIPPING** $______ **TOTAL PRICE** $______

**SEND ORDERS TO:** ARL Publications Distribution Center, P.O. Box 531, Annapolis Junction, MD 20701-0531
phone (301) 362-8196; fax (301) 206-9789; email <pubs@arl.org>

**ORDER ONLINE AT:** <http://www.arl.org/pubscat/index.html>

*U.S. Department of Education*
*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
*Educational Resources Information Center (ERIC)*

# NOTICE

## Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)